

The *National Parent-Teacher*  
**P.T.A.** Magazine

January  
1960

What Teen-agers Are Scared Of

Time Out for Television

How To Behave When Children Misbehave



# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Founders  
Day  
February 17  
1960

IN MORE than forty-five thousand P.T.A.'s plans are now under way to celebrate the sixty-third anniversary of the National Congress of Parents and Teachers.

Yet the fitting observance of any notable event is more than a celebration. For the parent-teacher organization it is an unexcelled opportunity not only to perpetuate the traditions of its past but to fulfill the promise of its future.

Mindful of the current administration theme, "Strengthening the Home, Source of Our Nation's Greatness," let us make our Founders Day programs this year vibrant with vigorous ideas.

To this end we suggest that you turn to the following Founders Day materials published by the National Congress:

*Founders Day* pamphlets published in recent years

*Jubilee History*

*National Congress Bulletin*, especially the issues of October 1958, December 1958, January 1959, October 1959, and November 1959

*National Parent-Teacher: The P.T.A. Magazine*, especially the February issue each year  
*Where Children Come First*

And be sure, of course, to display such timely and important National Congress publications as:

*For Men Only*

*Looking In on Your School*

*The P.T.A. in the Local Community*

*Strengthening the Home, Source of Our  
Nation's Greatness*

*Guiding Children as They Grow*

*Moral and Spiritual Education in Home,  
School, and Community*

*A Teacher's Guide to the P.T.A.*

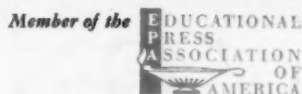
*What P.T.A. Members Should Know About  
Juvenile Delinquency*

These can help all of us to inform ourselves on vital issues and take an intelligent stand on them. Our past is never done with, but the future is still ours to do with. May your Founders Day programs contribute brightly to that future.

# National Parent-Teacher

VOLUME 54 NUMBER 5

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## THE PRESIDENT'S MESSAGE

# Truth

THERE'S A STORM IN THE AIR THESE DAYS. TV channels are choppy. We all know from what quarter the wind blew that stirred up the air waves: the dishonest quiz programs. Now we read and hear that TV is taking bearings to chart a straighter course.

At the moment there is still confusion about who the pilot is, or should be. Who can best guide TV programs and policies—the networks, the government, or, as a few voices have suggested, the public? This is a question we need to think about.

But there is still another question, and perhaps this one needs to be answered first. What do we want from TV programs?

The American televiewing public does not all want the same things, nor does everybody want the same thing all the time. There is certainly nothing wrong with wanting to be entertained. There is nothing strange about wanting to be enlightened. (On the better programs we have the happy experience of being entertained and enlightened at the same time.) We may want to encounter some new thing—a new land, a new personality, a new idea, a new fashion, a new insight into life or art. We may also want to be reminded of old things that are close and dear to us—our cherished history, the crises and comforts of common life, the high spirits of children, the dignity of age. Sometimes we want to be soothed, sometimes stirred. Most of us want to laugh a lot and weep a little, to be amazed and amused, to be disturbed and reassured. One day we want to escape from life; another we want to confront it in all its harsh or beautiful reality.

Whatever we want from TV, one fact is certain: We do not want the counterfeit and the spurious presented as the real and the true. This is clear from

the public's wrath over the quizzes and the quizlings, tempered though our feelings may be with compassion for those who were tempted and fell.

What the American public wants and has a right to expect from television, as from all other media, is simple honesty, simple adherence to the truth in so far as it is discernible.

"We'll give you truth from now on," vow the networks. "We'll tell you when it's fake scenery instead of the Grand Canyon or the Grand Hotel; whether the Honorable John Brown is reading a prepared manuscript or speaking off the cuff; whether the panel discussion is spontaneous or has been rehearsed."

To all this we nod approvingly. Yet if television kept every one of these promises, it would still be dealing only superficially with the problem as we see it. It would not be coming to grips with the real issue: TV's distortion of truth and reality through its absorption in the trivial and the unimportant, its relative neglect and shoddy treatment of the serious and the significant in human experience.

Of course TV can and often does do a very good job of factual reporting and truth telling. Many a news commentary, many an excursion into history, many a report on science gives us literal and enlightening facts about important matters. Great music and great drama, both comedy and tragedy, have brought us illuminating experiences and important truths. Whether we know these programs are live or taped, whether their setting is real or pretended doesn't matter too much. They are not sham. They convey or portray human experience truthfully.

It is not only the contest and the documentary, then, that have an obligation to be honest and true. There is artistic truth too, and plays are not exempt



"What is truth?" said jesting Pilate, and would not stay for an answer.—BACON

# or Consequences

because they are fiction rather than fact. Some TV plays are honest, but they remain exceptions. For every thought-stirring drama there are a hundred domestic farces that depict family life as a succession of scrapes, sentimentality, and silly talk. For every penetrating study of the American scene, a hundred vapid comedies compress the social and the business world to a realm of wisecracks and trickery. For every searching exploration of significant events, we have countless westerns and adventure stories that falsify human values. For every wholesome children's program the air resounds with the assault and battery of countless primitive cartoons.

Programs like these din false messages each day into millions of American ears, corrupting both values and taste. Adult minds are daily confronted with a specious image of the world, glittering with tawdry glamour, gaudy values, and slick solutions to superficial problems. In the fertile minds of children are implanted the seeds of violence, trickery, and corruption—and the idea that as long as justice triumphs in the end, the means used to attain it matter little if at all.

ONE OF THE LESSONS all of us have learned from the appalling facts disclosed in the TV investigations is that none of us can shrug off responsibility for what appears on our TV screens. Recriminations and righteous indignation have to come to an end sooner or later. But let us not forget that our own incredulity and insatiable desire to be entertained make us not without guilt in the great deception. As long as our TV dials are turned on we are counted in the rating surveys.

The painful lessons learned can be a source of strength. They will be if we demand of television that it present a more balanced, honest, and truthful image of our world—of the material world and of the intellectual and spiritual world as well. As for

the networks, they can do no better than ask themselves with sincerity and inner searching, "What is truth?"—and stay for an answer. Should they consider this an impossible assignment, we would remind them that much of that answer is already stored in the collective wisdom of humanity.

We would remind them further that if they are diffident about their ability to present truth palatably, it would profit them to study the techniques of great craftsmen from Shakespeare to Winston Churchill. Also they have the best motion pictures, the best documentaries, and even their own productions as models. In the long history of literature, oratory, and the stage there is abundant evidence that the communication arts can delight and enlighten at the same time. The techniques of portraying and conveying truth are well known. The knowledge is there; what is needed is the will.

But perhaps the TV industry prefers to develop new forms of communication. If so, why not establish fellowships to encourage experimentation by gifted writers and producers? Would this not be more fruitful than to sink half a million dollars or more (as TV has recently done) into a Television Information Office to create a noble and pleasant image of itself in the public mind?

If we would honor truth, we cannot ignore it or be careless with it, let alone assail it, in so powerful a medium as TV. Unlike Pilate, we are not jesting when we are ever mindful of the question, "What is truth?" Unlike him we would stay for an answer—and act upon it—regardless of how much time and effort are required. To do less is to risk grave consequences to the intellectual progress and moral power of this nation.

*Harold R. Barker*

*President, National Congress of Parents and Teachers*

# What Teen-agers Are Scared Of

ERNEST OSBORNE



© A. Devaney

"HOW CAN ANYBODY think teen-agers are afraid of anything?" many an adult may ask, looking with a somewhat jaundiced eye at the antics of the 1960 version of his own "flaming youth" generation. For at first thought it may appear that today's young people are afraid of neither man, God, nor devil.

"And why should they be?" the inquirer may continue. "After all, at their age life is a pretty simple thing. No problems of earning a living. No worries about a family—yet. What cares or fears could they possibly have?"

Such reasoning, reassuring as it may seem, is far too simple and too complacent. It reflects a careless habit of us grownups—the habit of basing our ideas about teen-agers on the way they act rather than on the way they feel underneath. In reality, just getting through those pre-adult years can be a difficult and anxiety-producing experience.

## On Slippery Ground

Often the adolescent boy or girl doesn't know where he stands or what is expected of him. His parents, his teachers, and other grownups all demand that he stand on his own feet, act in a responsible way, play an adult role. But likely as not when he tries to live up to their expectations they take him to task for being too independent.

"As long as you're living in this house," announces his father emphatically, "you'll do what I say." Or perhaps, "You're getting too big for your breeches, young man." Or even as he attempts to do what is expected comes the shattering, "If you keep on like this you'll never amount to anything." Hearing words like these, the stricken teen-ager thinks to himself, "Maybe he's right." And if the parent says such things often enough, he will be. Despite all our sympathetic talk about the teen years, many of us tend to forget what a sensitive period this really is—how much an ungentle criticism can hurt an adolescent.

Any human being becomes anxious and disturbed when he doesn't know what is expected of him or what to expect of others. Little wonder, then, that our junior citizens, even though they may try to hide their feelings, are anxious and uncertain—and afraid.

Nor is it only their relations with adults that bother them. They are also trying to find ways of being acceptable members of their own age group. The phrase "tyranny of the group" applies to teenagers as well as to adults, and many adolescents are in deadly fear lest they be branded "squares" or "oddballs."

Then there is the fear of not being able to live up to their own expectations about themselves. Behind many a juvenile show of bravado or of seeming indifference is a fear of not being good enough, popular enough, or smart enough. Add to this the youngster's doubts about whether he will ever be able to meet all the challenges of adulthood, and we have a whole complex of demands upon him—from grown-ups, from friends, from himself—that can be little short of unnerving.

To get a clearer understanding of young people's anxieties and fears, listen to what they themselves say. Ruth Strang, through the pages of her recent book, *The Adolescent Views Himself*, has given young people a chance to express some of the things that concern them deeply. For example:

"I don't think my mother should remind me all the time of certain things I shouldn't do. I think I am old enough to know better and not be told all the time."

"Parents say 'You're old enough to help out with this' and 'You can't do that, you're much too young.'"

"They [my parents] love me, naturally, but I have a great desire to prove to them . . . that even if I'm not ravishingly beautiful or brilliant, I am admired for my rather passable intelligence . . . and that I am loved and respected."

Over and over again, in such revealing expressions as these, boys and girls try to tell us that they want to be trusted, to be treated as if they were people. But they also tell us that we frequently let them down—until some may even give up the struggle. Treated like irresponsible beings, like little children, they may start acting as grownups seem to expect them to act. Others may become antagonistic, striking back in one way or another at those who make them feel so inadequate.

Here, beyond a doubt, is the biggest knot in the intricate web of relationships between teen-agers and adults. Unintentionally for the most part, we parents and teachers, and other adults too, convey the impression that we have little confidence in young people. We give them the feeling that we think they aren't able to live up to even reasonable expectations and that their efforts to do so are either exasperating or amusing.

In other words, we don't take them seriously. And every young person fears being ignored or, worse, being laughed at. If he were to express his emerging philosophy of life, his views on economics, politics, international affairs, or religion, wouldn't they (he

*Fears have darkened many a human life, young and grownup alike. The adolescent, looking at the world in mingled hope and apprehension, is especially in need of a comforting hand.*

wonders) smile and say he's not yet dry behind the ears?

This, then, is the picture of teen-age fears in its general outlines. But what are some of the specific sources of anxiety? We find them in many realms of everyday life, wherever a youngster is likely to have mixed feelings, to be uncertain about what stand to take, what course to follow.

Perhaps it is to avoid the often frightening uncertainties that teen-agers are such rank conformists. They talk alike, act alike, dress alike, no matter how unattractive and absurd their gab or their garb may be to adult eyes. Many current dating conventions—going steady, dancing only with the person one has accompanied to the dance, necking and petting—stem from this drive to follow the ways of the group.

### When the Young Heart Sinks

We must remember, however, that these conventions are not without their reasons. Steady dating is a kind of insurance against being left in the lurch on date nights or on the occasion of a school prom. And certainly the adolescent's awakening sexual feelings play a big part in necking and petting behavior. None of the conforming behavior we adults find so disturbing can be attributed solely to fear of not being like the rest of the group.

But conformity, despite the safety and reassurance it offers, carries its own conflicts. Young people are hungry to belong, to be part of a group, yet they also want to be themselves. "Who am I?" and "What am I doing here?" asks the adolescent. And the answer may be something like this, well expressed by an eighth-grade girl:

"I think that sometimes I am not enough of a follower. . . . That is one of my weak points. I do not just want to be one of the bunch. I want to stand out, not be like everybody else. Sometimes I try to accomplish that, and I am sure that it must be a bother to other people. It's as if I wanted to be the center of attraction, but I just want to be different."

It's not only in clothes and dating and social life that the desire to conform may give rise to conflicts. Most youngsters, for instance, know that their parents expect them to do well in school. But in some communities it is almost social suicide to get higher grades than one's friends. To be a "brain," especially for a girl, may bring a real stigma. In other places, fortunately, the picture is changing so as to highlight

An article in the series "Days of Discovery," the study program on adolescence.

scholastic achievement. There it's the bright student, rather than the athletics hero or the "big wheel," who is being pushed to the fore.

If the teen-ager feels uncertain about himself and his capacities, naturally he is going to worry about his occupational future too. And here again there are conflicts. Though we may keep youth out of the labor market until they are practically adults, once they reach the age of employment we demand more and more in the way of preparation, stability, and ability to get along with others. Many a young person realizes that this upgrading of standards has taken place. Whether he expresses it or not, he is afraid he won't measure up.

Worries about how they look may be another source of torment for teen-agers. Their image of themselves is often a distorted one. If they are tall they may think they look too skinny to be attractive; if they are short and stocky, they may think they are too fat. Nor is it easy to reason them out of their irrational convictions.

Often it's the parents' high expectations that have unhealthy effects on a youngster, whether he is moved to overstrive or to give up trying. The balance between too little encouragement and too much pressure is a delicate one. And there are no pat prescriptions; every child requires his own. So we have to "play it by ear," guided by how each one responds.

In the matter of taking responsibility, too, the adolescent has mixed feelings. Over and over again young people tell us they want to be responsible for their own acts, stand on their own feet. They feel, as we have seen, that adults are reluctant to allow this. And obviously many of our home- and school-centered regulations do tend to "baby" teen-agers.

### Qualms and Queries

Yet though the youngsters will plead eloquently for the right to independence, beneath their apparent self-confidence they have qualms. It's a bit difficult to give up the sheltered life of a child. The world can be a pretty chilly place at times, and perhaps (the teen-ager feels almost unconsciously) the warmth of home and parents' protection is better after all.

"You wonder what it will be like when there aren't any mother and father to guide you, and it scares you."

"I sometimes dread the thought of growing up because of the many responsibilities. Adults are held responsible for all their mistakes and rarely are excused like youngsters are. I wish I could stay about sixteen years old the rest of my life."

"The feeling that comes with growing up sometimes frightens you—the thought that now you are responsible for all your actions. People can't say, 'She is only a child and you can't blame her.'"

Still another adjustment—one for which there are no precise guide lines and hence one that produces uncertainty, anxiety, and fear—is that of learning to

act like a male or a female. What do you do in order to be a desirable friend to members of the opposite sex? How far do you go in necking and petting? How do you square the values that you learned in home, church, and school with those that seem to be accepted by your group? What does it mean to be a masculine or feminine person? Should a girl always look up to a man, or can there be a companionable give-and-take between them? Is it unladylike for a girl to let a boy know she likes him? Must a boy always pretend to be the strong, independent, self-sufficient person our society seems to expect its males to be? These are but a few of the many tough questions that disturb today's teen-agers.

Most boys and girls experience the fears we have been talking about. We ourselves need to understand them, even though in our desire to help we can't always shut out the shadow that hangs over them. We need also to understand that growing up in a fluid society like ours, where standards and values are not fixed, is no simple task. Is it so strange that our teen-agers are beset with fears along with the satisfactions, the excitement, and the challenge of moving into the adult world?

Each one, sooner or later, will have to cope with the developmental tasks they all face. But we parents and teachers can help by realizing that it is normal for adolescents to have some fears and by being receptive when we are sure that something is nagging at them.

If it is important that we look at little children through the eyes of a child, it is equally important to look at adolescents through the eyes of an adolescent. From this vantage point we shall, if we are at all sensitive, have a little more compassion for their often fumbling attempts to grow up. Who of us, even if our own adolescence is long past, has completely forgotten the fears and fantasies as well as the eager dreams that were part of those years? If our memory doesn't fail us, we won't be so likely to become irritated at our sons and daughters and throw up our hands in dismay. Young people need our counsel, our patience, our insight. These we can provide only if we listen to them and if they know that when the chips are down they can count on us for whatever hindsight and foresight adulthood has given us:

To a considerable degree our task is one of standing by and keeping the channels of communication open. Nor is this a thing of little worth. Teen-agers lucky enough to have parents and teachers who make standing-by a fine art will surely be able to work out their anxieties and fears—and in ways that make life sound and satisfying.

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*Ernest Osborne, whose latest book is a paperback, The Parent-Teacher Partnership, is professor of education at Teachers College, Columbia University.*



# IF YOUR CHILD HAS



© Gregor from Monkmeyer

## *Academic Talent . . .*

GALEN SAYLOR

NO ONE EXPECTS to make a Van Cliburn of every child who pounds the keys of a piano or a Bob Feller of every Little League pitcher. But neither can we expect to make an Einstein or a Salk of every child who goes to school. Intelligence is part of a child's biological inheritance. Nothing we can do as parents or teachers will increase native endowment.

But more than native capacity is involved in superior achievement of any kind. Van Cliburn would never have become a world-renowned pianist or Bob Feller a major league player if they had not discovered and developed their talents. So with academic ability—the ability to do difficult intellectual work. It must be discovered and nurtured through the richest possible educational experiences at home and at school. It must be developed through hard effort. Otherwise mental power remains inactive and inert—an uncharged battery.

How do parents know if their child is academically talented? If the youngster is old enough to be

in school, a teacher may volunteer the information or answer a parent's question about his child's abilities. If the school makes special provisions for the gifted, obviously the child who is in the special program is thought to be gifted.

The school's judgment is usually based primarily, but not entirely, on intelligence tests. Naturally tests are not infallible, and recently there has been criticism of group tests, as giving somewhat inaccurate individual measurements. Individual tests administered by a competent psychologist are preferable, especially for younger children, but they are expensive. Schools with adequately financed testing programs provide for both kinds and base their estimate of a child's academic aptitude not on a single group test but on a series given over a number of years.

Testing, of course, is not the only means of discovering academic talent or giftedness. To the perceptive parent or teacher the exceptional child reveals his intellectual superiority in many ways. He is unusual—

*Academic talents thrive in an intellectual atmosphere. But hothouse forcing can be as unwholesome for gifted youngsters as an anti-intellectual frost. Keeping the home's intellectual temperature at the right degree takes skill on the part of parents. A wise counselor offers advice on temperature control.*

ly alert and observant. One youngster, for example, learning the word *mice*, remarked, "My, what a funny way to say *mouses*!" The child with intellectual gifts is also highly curious about happenings around him and stubbornly probes for the "how" and "why" of things. He has unusual ability to grasp and deal with abstractions, such as time, space, and numbers. While other children are interested in pictures of objects, he is likely to be interested also in maps, calendars, and clocks.

Bright children generalize their experiences. They see and think about the consequences of events or acts, and they perceive and describe rather involved relationships. A three-year-old who had asked curious questions about his mother's reducing diet said very earnestly to a stout guest, "Ma'am, you're fat. You should see my mommy's doctor and get a diet." Obviously this child's reasoning and generalizing powers were precocious, if his tact was not.

Children and youth with intellectual gifts often have large vocabularies, which may include technical terms associated with a particular interest. A four-year-old who is fascinated with the weather and reads (yes, *reads*) the weather reports in the daily newspaper uses such words as *cumulus*, *cirrus*, *temperature*, and *gale*. In general, academically talented children find real joy in rigorous mental activity. They like working at intricate problems and puzzles.

Yet occasionally a child of high intellectual ability shows few if any of these traits. The reasons are various. It may be that his home and school environments are intellectually sterile, offering him no stimulation. Or he may have had some unfortunate, frustrating experience, probably in school, that set up a block or an aversion to mental endeavors. Teachers and parents should always be alert to discover these "sleepers," or underachievers, and stimulate them to stretch themselves.

### Stars in Their Sky

When we parents know we have a bright child, what can we do to help him develop his gifts? For one thing we can admire and esteem them ourselves. In most American homes there is probably too much talk about stars of the sports and entertainment worlds and too little about great scientists, thinkers, humanitarians, artists, and statesmen. There's noth-

ing wrong in admiring Dick Clark, Dinah Shore, Mickey Mantle, Early Wynn, Sam Snead, and Johnny Unitas. But children should also hear admiration expressed for people like Robert Frost, Carl Sandburg, Edward Teller, Jonas Salk, James Conant, Dag Hammarskjöld, and Albert Schweitzer.

If we want children to value intellectual attainments, we will show an interest in the awarding of Nobel and Pulitzer prizes as well as in the World Series. We'll be as eagerly concerned with the appointment of a school superintendent or a college president as with the trade of a third baseman. And reading the daily paper, we'll comment with admiration on news of distinguished achievements.

Nothing, of course, is so important in fostering the life of the mind as are good books and quality magazines. When parents themselves are in the habit of reading, even the youngest child wants to read. Picture books are the starting point, and the toddler feels mature and part of the family circle when he can look through his own picture books while his parents read their books. Reading extensively to children, discussing the stories with them, and talking about characters, actions, ideas, and meanings are fine ways to help young minds grow. Children should be supplied as abundantly as possible with attractive books appropriate to their level of maturity.

Encyclopedias and dictionaries are essential in the home library. You will want standard editions for yourself and the teen-age members of the family, but younger children will profit from children's sets. These reference works are expensive, but they are a worthwhile investment. The family in which the remark "Let's look it up" is frequently heard has fun learning together and learns a good deal.

Discussion of ideas and current events should be an everyday affair in the home, and trips to the library fairly routine. If parents are interested in lectures, forums, the theater, study-discussion groups, civic clubs, art exhibits, and concerts, children will come to regard cultural and intellectual interests as normal, desirable activities. Good television and radio programs can also serve as mind stretchers, especially if they are followed by family discussion.

Travel, too, is an enriching experience. When the family plans a trip, what could be more stimulating than reading in advance about the history and geography of the region you will visit? Learning to read a map and to figure mileage is fascinating to children. And along the way there will be topography, geological formations, scientific phenomena, and the like to note, discuss, and perhaps to take pictures of. There will be zoos, art galleries, historical collections, science and natural history museums, factories, and industries to visit. (By the way, don't neglect the resources of your own community. Exploration of his own town and its environs can be a rich learning experience for any child.)

As you ride along the highway, an occasional game can be good fun—a game that involves numbers, the alphabet, spelling, word building, or guessing. Those of you who haven't tried it will be surprised at the delight and excitement older children find in spotting prefixes, suffixes, and words of foreign origin on roadside signs.

As for toys, the bright child will enjoy both the kinds that develop skill with the hands and those that exercise the brain, requiring problem solving, judgment, and decision making. But don't fail to provide boys with sports and athletic equipment and girls with dolls and homemaking equipment. Often the gifted child's interest in mental activities keeps him from acquiring the physical skills that enable him to take part in the games and activities of his age group. Because gifted children master mental skills easily, they often get the notion that they're not good at physical skills that require practice.

Contrary to popular opinion, however, they are at least average and frequently superior in physical development and in social and emotional maturity. Nevertheless they may need a little special help and encouragement to develop skills like skating, bicycling, and playing baseball.

As the child grows older, supply him with space, materials, time, and encouragement for the development of special interests or hobbies that present an intellectual challenge. Science projects are especially popular, and a visit to a children's science fair will show you that children's interests today cover the whole alphabet of science from astronomy to zoology.

### **Without Character, What Gain?**

What more can parents do to assure the development of their child's gifts? Obviously talents must be developed in a context of moral, social, and spiritual values. The moral bankrupt, the socially maladjusted, the brilliant rascal are a pitiful and dangerous waste. By their own example parents can demonstrate that the goal and aim of living is not self-gratification. If the gifted child sees admired adults devoting some of their energies and leisure to making the neighborhood and community better places, he too will want to use his gifts for the benefit of others. From earliest childhood as he shares in home duties and in making family living orderly and pleasant, the youngster prepares for a responsible role in the larger community.

If, then, parents admire the intellectual benefactors of mankind, if they themselves enjoy intellectual pursuits, the child will respect intellectual endeavors, believe they are important and valued, and want to engage in them. But there is more to motivation than this. The child's concept of himself is a powerful influence on his conduct and goals.

Parents can help gifted children perceive them-

selves as persons capable of difficult intellectual tasks by giving them opportunities to discover and develop their capabilities. They can, as I have already pointed out, provide materials and experiences that stimulate the child to use his powers and gain confidence and satisfaction from their exercise. By praising him for what he does well rather than what he does easily, they can help him to persist in painstaking effort.

On the other hand parents must avoid pushing him and being overambitious for him. Too many parents who recognize they have an intellectually gifted child take over and make his life miserable. They dictate his activities, overschedule his time, choose his companions, select his books, his school studies, and finally his vocation.

### **A Child's Right To Be a Child**

Probably the most important thing for parents to realize is that their gifted child is first of all a child. Like other children, he has a right to a normal, happy childhood. He should have plenty of time just to grow up. He has a whole lifetime ahead, so why rush him?

Give the gifted child plenty of opportunities to be an "All-American" boy or girl. It won't cramp the youngster's development to go to a movie, watch TV, or play with other children on the block, even though they may be very ordinary boys and girls. See that he has time for play, sports, and relaxation.

The gifted child, to be sure, does need intellectual stimulation, but like all children his most important and basic need is for the complete, unconditional love of his parents. In encouraging intellectual pursuits, parents have to be very careful that the child does not feel that their love and approval depend on his mental accomplishments.

Certainly our nation and the world need the contributions that the academically talented can make to the advancement of knowledge and to the culture and welfare of mankind. But bright children are not a resource to be shaped and sharpened like a weapon or tool. They are human beings who share the common human need for love and security and the common human right to self-realization and the pursuit of happiness. A well-balanced, happy childhood, free from both pushing and pampering, is the surest guarantee that they will grow into well-balanced men and women, capable of using their gifts wisely and humanely.

Your bright child is a responsibility, but he is also a delight. Enjoy him and give him every reason to remember his childhood with gladness and gratitude.

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# HOW TO Behave WHEN CHILDREN Misbehave

*When children are naughty, doing what's best is based on knowing what's best.*



© Elisabeth Hibbs

IT HAD JUST STOPPED RAINING. Mother and her three-year-old were walking along the street. Mother didn't see the puddle, but her daughter did. With true three-year-old enthusiasm she splashed right through the middle of it, spattering both her own clean dress and her mother's nylons. How should mothers behave in such a situation? Well, this one didn't hesitate. She screamed, "You naughty little girl!" and smacked the child sharply.

All the pleasure drained out of the little face. Tears ran down the child's cheeks as mother and daughter went on their way. Mother, I'm sure, felt a bit guilty for her loss of temper, and daughter—well, it's difficult to know. She *may* have learned to be more careful about puddles, though I rather doubt it. But we can be pretty sure she learned that when you are annoyed the thing to do is to slap the person who annoys you.

This little drama, or one like it, we have all witnessed many times. Most of us, in fact, have participated in it. We too have had to decide what to do when the behavior of a preschool child is irritating. How *should* parents behave when children misbehave? Of course, it's easy to say what parents should do when you haven't just been splashed by a little girl or when you don't have three pots on a stove and the iron heating up and a four-year-old about to knock over your favorite china figure. But perhaps detachment is needed in order to look calmly at the minor crises that confront parents every day and to suggest a few things you and I can do about them.



No parents are perfect; they would be awfully dull if they were. Parents, like other members of the human race, are sometimes annoyed, confused, short-tempered, and even afraid. They may act on impulse and yell at young offenders or even smack them. Are young egos bruised? Are developing personalities warped? Usually the answer is no. Fortunately, children are resilient, at least most of them are, and they can take a good deal without serious damage. It isn't the occasional hard word or blow that warps personalities. Rather it is the day-by-day treatment, the repetition over and over of behavior that says to the child, "You are a nuisance. I wish I didn't have to look after you," instead of "You may be a pain in the neck some of the time, but I love you and always want you around."

### Tricks and Treatments

What are some of the most common and annoying things young children do? Many parents will think first of temper tantrums. How should Mother behave when Johnny blows his top? Run to the nearest exit, if Johnny can be left alone. Be unconcerned (very easy to say, much more difficult to do). But remember, the chances are pretty good that Johnny is trying to get a rise out of Mother, and his technique often works. A temper tantrum can be a dramatic affair, sometimes almost terrifying in its intensity. It is not easy for parents to remain calm and collected and make sure the tantrum does not succeed. But that's what is best when we can manage it. One thing is sure: When a child is greatly upset there is very little chance of doing anything constructive until he simmers down, so it is best to leave him alone and thus remove his audience.

"Getting a rise out of Mother" can become a zesty indoor sport for a young child. One day little Jimmie delights in seeing how far he can go before Mother steps in and calls a halt. The next day he dawdles with his eating or dressing. And there are a dozen other tricks up Jimmie's sleeve. He doesn't care which one of them he picks out just so long as it's irritating.

Here is where a sense of humor can be a great help. What the child is really saying is that he wants to be noticed, to take the center of the stage for a while and feel important. Sometimes Mother can go along with this impulse briefly, then in a matter-of-fact manner redirect his attention to the job at hand. And sometimes she can turn the incident into something amusing and entertaining. The main point is not to take it too seriously.

Charles comes home from kindergarten one day with some new and lurid words. Where did he pick them up? Perhaps from some other little angel in the kindergarten or from some older boys. But where he got the words is not so important as what happens when he tries them out on the family. Does he find

an impressed audience? Is he rushed forthwith to the sink to have his mouth washed out with soap? Are his parents amused? Do they think him cute? Whatever happens to him will probably determine his future use of such language.

This is the kind of incident that puts parents on trial. How many of us can meet the test with a calm attitude and a simple explanation that such words are not used in the best of families? (And of course ours is one of these.)

### Bedlam at Bedtime

Let's look at another everyday situation, one that has called forth many a juvenile howl of grief and rage. Bedtime has rolled around, but preparations for it have been neglected, so Mary is interrupted in the midst of a thrilling game. She shouts, "No, I won't go to bed!" Mother shouts back, "Oh, yes, you will!" And the battle is on. Of course it is an unnecessary battle; it could have been prevented, but what to do now? First, call off the battle. Regain some poise, and then get reasonable. "I'm sorry, Mary, I should have warned you it was getting near bedtime. Finish your game, and in five minutes we'll get ready for bed." But sometimes, when warnings have been given and adequate preparations made, Mary still says, "No." What then? Never mind the "No"; don't accept the challenge. Simply take Mary by the hand and lead her to bed. It is not important that she keeps saying she won't go if at the same time she is on her way.

Keeping discipline from becoming too personal is one aid to parental sanity. There's a world of difference between "Mother wants you to go to bed now" and "The clock says it's bedtime." (After all, it is difficult to argue with a clock.) Disobedience is most likely to be called forth by personal demands, which can cause hurt feelings, resentment, disappointment, a sense of guilt, or even hostility. And it is easier to be consistent when the rules are not Mother's or anybody else's—just a set of impersonal requirements.

Even the very best behaved preschool children can be troublesome on occasion. They have so much to learn, and adults are often wont to become impatient with their apparent slowness. But all young children need a great deal of time to learn how to get along with people, to conform to necessary rules and requirements of society. They need time, too, to find out how to manage their physical environment, to control ideas and thoughts, to channel their emotions into acceptable patterns. They even need time to dawdle. Should it be surprising that they act immature? The parent who says to the young child, "Don't be childish," is asking the impossible.

**A**n article in the series "Right from the Start," the study program on the preschool child.

## Try These for Trying Times

Perhaps some practical suggestions will be useful. They are simple ones, based on common sense, but they are not trivial. Many important things about child rearing are simple and straightforward.

*Establish a set of regular, consistent requirements, but keep the list to a minimum—just the rules that are necessary and reasonable.* Make them impersonal, so the child can see that they are not so much your demands as those of the situation itself. But beware of expecting the impossible. In other words, make sure that your rules always fit his present stage of development.

*Many incidents can safely be ignored.* When we insist on a lot of unnecessary details in the behavior of a child, we lose out on the important things. There are some problems that time and the process of growing up take care of for us. This means that things will go a lot smoother and with less disturbance if we keep in mind that a three-year-old child will usually behave like a three-year-old but that when this same child is ten he will act like a ten-year-old. Such perspective helps the parent both to understand and to cope with the child's behavior.

*Make the environment work for you.* When we can arrange the setting so that the desired behavior will come naturally, we shall need less direct control of the child. This means arranging routine matters such as eating, sleeping, and elimination so that the stage is set for conformity. It also means providing materials, place, time, and ideas for play and leaving the child to entertain himself. We should be in the background, within sight and hearing, but we should not direct all that he does.

Incidentally, be careful about the tone of your voice in speaking to children. A child can be as sensitive as a grown person to a note of suppressed rage, of freezing contempt, of desperation or boredom—notes that simply invite defiance. It is not easy to keep our voices within safe bounds when our nerves are rasped by whining or wheedling. But just as those sounds irritate us, so the sounds we make in reply can further irritate our young tormentors.

*Young children need to feel secure in the affection of their parents.* One of the fundamentals of healthy development is a constant climate of affection and acceptance. But affection should not be a reward for good behavior. A child needs most to feel loved when he is at his worst. This does not mean that we condone his misbehavior; it means that no matter what happens he knows we still love him and want him.

*Just as much as possible we should try to keep our emotional disturbances under control.* They are the

enemy of good parent-child relations. Perhaps the simplest thing to do when we are upset is to get away from the situation for a while until we can cool down. If this isn't possible, we must fall back on that old-fashioned virtue, patience. It's easier to be patient if we remember that misbehavior is often just an attempt to work off resentment against the people and the things that tower above a child—and most things do tower above him.

Again, don't forget that humor can change an emotionally charged atmosphere in just an instant to a neutral, serene one. How important this can be! For a scowl on the face of a parent where a smile usually resides may affect a child more strongly than threats or screams or penalties. It's the wish for approval, not the fear of punishment, that moves a child your way.

True, adults as well as children can come to a breaking point. They may wave their arms and shout. They may say things they don't for a moment mean. These antics may not be pretty, but they relieve the pressure and leave you feeling relaxed (or limp) enough to start building up more patience. "Blowing your top" may be a mistake, theoretically speaking, but stopping up the safety valve can also be a mistake. Besides, all parents are allowed an occasional error.

*When things seem to be going wrong quite frequently, it is wise to take a good look at the day's routine.* Perhaps we can arrange some minor adjustments that will help things go more smoothly and make it easier for the child to live up to what we require of him. Sometimes we can also look at ourselves, to see whether our attitudes may not be one source of difficulty.

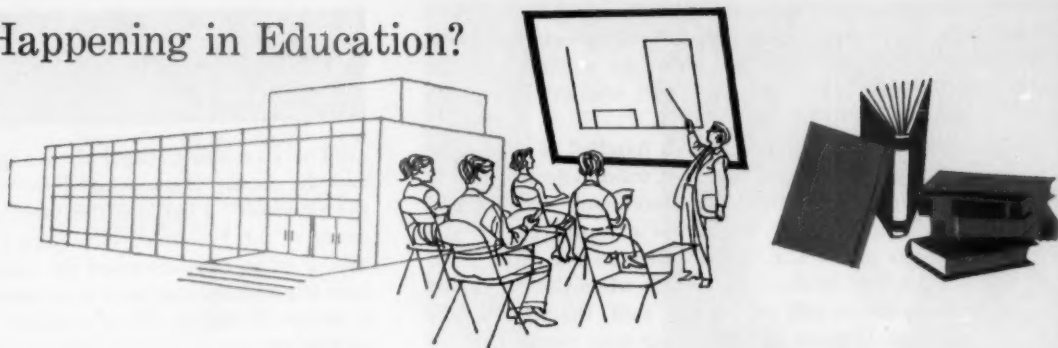
Just as surely as young children are immature, so surely they are bound to misbehave. But often what we call misbehavior is only a child's natural exuberance, enthusiasm, curiosity, or just plain experimentation in independence. Naturally a child resents it when we curb these impulses in him. Naturally our antagonism, our threats to punish, create a feeling of antagonism in him.

Young children will misbehave. But how we parents behave when children misbehave is a pretty good test of our parenthood. Sometimes it is a pretty severe test and we fail, but if we pass it most of the time we can relax and feel we are fairly adequate mothers and fathers after all.

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# What's Happening in Education?



● *Do you think it worthwhile for a student to enter the National Merit Scholarship competition?*—R. D.

YES, EVEN IF HE DOESN'T WIN. The lives of today's youngsters are filled with scholastic tests until they complete college. And experience with tests creates confidence in test taking. As for the chances of winning a Merit Scholarship, they are slim. Last year 600,000 high school students in 15,000 schools competed for 750 scholarships. I don't know much about racing, but the odds against winning must be longer than those posted at any track.

What started out as a competition to discover outstanding talent and send it to college has become in three years a kind of nation-wide sweepstakes. The money has come from the Ford Foundation and the Carnegie Corporation, supplemented by funds from more than eighty corporations. The number of scholarships available depends on the funds that are forthcoming.

The chances of a boy's or girl's winning a Merit Scholarship rest to some extent on where he or she lives, because the National Merit Scholarship Corporation allocates scholarships by states. Your state has a quota of semifinalists determined by the ratio of high school seniors in the state to the number of high school seniors in the nation.

As we all know, scholastic standards vary among the states. So the test results of a winning student in one of our less populated states might be lower than those of students in New York or California. Indeed some high schools with very high standards have seen their Merit Scholarship winners drop from five to three to one in successive years. That's pretty discouraging for students, teachers, and parents.

Amid this gloom appear two bright spots.

First, records show that over 95 per cent of the 10,000 semifinalists got to college. This means that their high standing won them other scholarships, or else the support of parents, friends, or citizens. So this national talent search has moved not merely 750 but 9,500 youths into college.

A new development this year makes taking the Merit Scholarship examinations even more attractive. The corporation announces that it will introduce a program of 25,000 to 27,000 "letters of commendation," to be given to students with high standing, no matter where they live. One of these letters could give a young person a big lift when he applies for college entrance.

You can look for another by-product of the new letters of commendation plan. Because state lines will have nothing to do with the letters, we are likely to discover for the first time in this country facts about the comparative quality of scholarship in our high schools.

True, the national tests for reading give us some measuring sticks for elementary schools. But what will the letters of commendation show? Will they go mainly to students in schools known for their high scholastic standards? Will whole states find their students with few or no letters because their schools suffer from neglect and fiscal starvation? What will the distribution of the letters show about the relative merits of public and private schools? When the figures are released you can prepare for an "agonizing reappraisal" of our schools by citizens, students, and teachers.

● *Dr. Conant's report on high schools recommended that more attention be given to instruction in writing. What is being done about this?* —Mrs. S. M.

Not much, I fear. Certainly not enough.

One recent action, however, may help to step up attention to writing. Each student who takes the college entrance examinations conducted by the College Entrance Examination Board will be asked to write an essay. His ultimate standing in the examinations will be determined, in part, by how well he writes.

The C.E.B. thus reinstates an element formerly considered in scoring exams. In the last several years the examinations have tested only a student's knowledge; scores could be determined by the quick click



of an electronic calculator. But the test makers found no way to measure writing skill with an electric calculator. So now back they go to the student who sits alone with a pen and the reader who sits alone with an essay.

If the board served only a handful of ivy-league colleges its reinstated essay test would affect relatively few high school programs. But many colleges and universities, public as well as private, rely on the findings of the C.E.B. and other testing agencies to say yes or no to the applicant. So when College Board examinations call for writing skill, the schools will respond. Citizens will insist that they respond.

It won't be easy for schools to teach writing for a number of reasons. Writing has been neglected. Teacher education institutions will need to revive courses on how to teach it. High schools will have to revise schedules so as to give English teachers time to correct themes.

The new focus on writing skill comes not a moment too soon. Studies in enlightened California have revealed that some students entering college have written as few as two or three themes in their entire high school career. Poor preparation for the undergrad who faces a life of strenuous writing in college; poor preparation for the demands of adult life.

Setting aside more time for the English teacher to correct themes won't entirely turn the trick. The teacher may need to learn something about writing, too. Any reader of books or articles by educators about education enters upon a desert of dullness. Why should this be? Why should a subject so warm and human come out so drab and cold on the printed page? I have a theory—and a proposed remedy.

*The theory.* Every teacher who does graduate work must write a thesis. This piece of writing must satisfy scientific standards—standards that rule out personal opinion and treat youngsters as X's and Y's. It's dehumanized writing. Hence the thesis usually kills whatever spark of style or originality a teacher ever had.

*The remedy.* Require the teacher to turn his thesis (once submitted) into a magazine article for popular consumption. Give him extra credit if he persuades some editor to accept the article. This experience ought to overcome the blight of "thesis style." And I believe teachers would be better prepared to instruct young hopefuls if they themselves had practiced the skill of good writing.

Some new guides to excellence in writing are *Writing for the AP*, by the Traffic Department, Associated Press, 50 Rockefeller Plaza, New York 20, New York (25 cents); *The Elements of Style*, by William Strunk, Jr., and E. B. White, Macmillan (a dollar in paperback form); and *Teaching Composition*, by Alvina T. Burrows, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. (25 cents).

—WILLIAM D. BOUTWELL

## Quiz Show-up

"There's nothing illegal about rigging a quiz show, and the money is tempting. How can you condemn the practice?" That was the view of thirty-five students at the Freehold, New Jersey, Regional High School when they discussed the television quiz show scandals with their teacher in a current affairs period.

Melvin C. Willett, history teacher and faculty manager at the school, decided to do something about the attitude of his students. He went on to his next class. "I'm going to give a test," he announced. "Will three of you please come up here and sit near me?" He then put the class through a difficult five-minute test on current events. As he asked the questions, he wrote down the answers on a paper in front of him—in full view of the three students who sat nearby.

After the test, the students' papers were exchanged as usual, and they marked each other's answers. The marks ran about as they ordinarily did—30 to 40 per cent correct—except for those of the three students who had been sitting near the teacher. Each of them got 100.

When the class heard the results, they were puzzled. "How did those three happen to get 100 when we did so badly?" they demanded. The teacher tried to act sheepish. The class caught on, and indignation grew. The youngsters began to shout "Unfair!" especially as they had been told that their marks would go down on the official record.

Mr. Willett met these protests head on and dead pan. He knew of no state law, he said, that prohibited him from giving out answers to anyone he chose. He then asked the class what they really thought of him. "We are frank in our school," he reports, "and they laid it on the line."

The students also had uncomplimentary comments to make about the students who had copied the answers. Those three, not unexpectedly, were becoming pretty uncomfortable as their classmates pointed out that the whole school would hear of their behavior and the reputation of the class would be tarnished.

At this point the purpose of the quiz was revealed. You won't be much surprised at the result. After the disclosure, according to Mr. Willett, discussion of television quiz shows by students reflected "a far more critical, mature point of view."

But before the word got around, he was able to repeat the experiment with two other groups. Nine students in all accepted answers and were shamed by a hundred and five "unfixed" and outraged classmates. They learned the hard way that condoning a wrong act provides fertile background for further wrong behavior.



### Operation Rescue

Last December, in a reenactment of Biblical history, animals filed into an ark that carried them safely across the broad waters until the dry land appeared. The animals had been stranded by waters rising behind the new Kariba Dam in Northern Rhodesia, Africa. Money for the ark was raised by animal lovers in Britain, most of them members of the Fauna Preservation Society. The rescue ship was a ten-ton, forty-five foot structure carrying smaller craft that were used in the actual rescue.

### It Figures

What Asiatic nation has the highest literacy rate? You may be surprised to learn it's Korea, which can boast that 95.9 per cent of its population knows how to read. This achievement is truly spectacular because it is so recent. At the end of the thirty-six year Japanese occupation, in 1945, the literacy rate was less than 27 per cent. As soon as the nation was free, the country began to make great strides in education, but its efforts were interrupted by the Communist aggression. In these dark years about one half of the classrooms were destroyed, 90 per cent of all equipment was wiped out, including libraries and laboratories, and 25 per cent of the teachers died or were kidnapped.

Other nations have helped Korea in its struggle against illiteracy. But the most important element in this impressive comeback is one simple fact: Korea devotes 18 per cent of its national budget to education.

### Cash for Canings

You can insure yourself against almost everything else, so why not against thrashings by schoolmasters and staying in after school? So reasoned a thirteen-year-old student at Lowestoft Grammar School, England, who had learned the fine points of the insurance business from his insurance-agent father. The young entrepreneur proceeded to collect from his schoolmates an initial premium of six cents plus three cents a week. In return, his clients got fifty-six cents if they were caned and forty-two cents if they were kept in after school. Business was flourishing until the headmaster decided his students didn't seem to be trying very hard to avoid penalties. At this point the Middle School Insurance Society was brought to an untimely end. (Cheer up, young financier! It isn't the first time free enterprise has had to give way to the interests of the community as a whole.)

### The Villages Are Astir

One day last October Prime Minister Jawaharlal Nehru traveled down to the village of Nagaur in the north Indian state of Rajasthan and lighted a simple earthenware lamp. This gesture signaled the beginning of the transfer of administrative power and initiative for social and economic development in the villages from the state government to the people—as Nehru remarked, “from a handful of bureaucrats to an army of nonofficials.”

Community development in Rajasthan had begun months before that. A “committee on plan projects” had reported that the movement had brought about a psychological awakening among the Indian peasantry. Tradition had begun to yield to science. The villagers were beginning to ask questions and to demand satisfactory answers. Said the committee's report, “The villages are astir.”

Up to now the stimulus had come from the state government, through trained workers imported from the cities. But under the new system inaugurated by Nehru the villages are to go ahead under their own power, guided and sustained by needed help from outside. The key to



the organization is a three-tier system of economic administration. First there is the village council, whose function is to develop the potentialities of the village. Above the council is the community block, an association of a hundred or more villages, which plans for and supervises the village councils. Finally there is the district council, in which village leader committees sit down with members of the state legislature and parliament to examine budgets, make grants, organize camps and seminars, and advise the state government on all aspects of community development.

Rajasthan is the first Indian state to put into effect a plan of administrative decentralization below the district level. It is a courageous undertaking; for this state, with its vast desert tracts, is among the poorest and most underdeveloped in India. Many Indian planners hope that the experiment will soon be extended to the farthest outposts of their vast land.

### Gifts That Count

*A gift after his own heart.* Albert Schweitzer will receive an unusual present on his eighty-fifth birthday, which falls on January 4. It is a large shipment of clothing and supplies for the leper colony at Dr. Schweitzer's hospital in Lambaréné, French Equatorial Africa. The goods were all donated by St. Louis business firms. Lisle M. Ramsey, St. Louis businessman and church leader, will go to Africa to deliver the gift in person.

*Light in the East.* International Christian University, in Tokyo, Japan, was erected ten years ago on land bought with contributions of nearly \$500,000 from Japanese businessmen and from the royal family. Now a Japanese electronics manufacturer has presented the university with fifty-one tape recorders, valued at \$10,000. Satoru Ibuka, president of the firm, said the gift expresses his company's wish “to make some sort of return for the favor of technical assistance that Japan has received from the United States since World War II.” The gift was hailed by Hachiro Yuasa, president of the university, as marking the dawn of “a new and enlightened sense of social responsibility” on the part of Japanese industry.

## Evaluations of TV Programs

### *The Fairy World*

#### **Blue Fairy. Independent.**

Some children find this slow confusing or tedious, we're told. If so, they may have been stultified by the slow pace and pointless patter of some other children's programs.

Most young viewers will surely be on the side of the preschoolers in the studio audience, who are clearly enchanted by the Blue Fairy and her delightful puppet friends. Here for once is puppetry exhibited as a fine art. Expertly manipulated, the dolls come magically to life to guide us through the fairy world. It is a world of fantastic scenery (a work of art in itself) and of marvelous adventure. If now and then a monster leers from the dark forest, he promptly bites the dust before the fairy's potent wand.

The realm of faery has room not only for fantasy but for human kindness and simple wisdom—that it is pleasant, for example, to memorize a poem or to work with others in some good cause. The children in the studio are led to participate quite naturally in the program, just as the little viewers sitting at home may do.

The Blue Fairy herself is as gracious and tranquil as good fairies ought to be. If the viewer wishes to carp a bit, he may murmur that it seems a little unsupernatural for the fairy to be so large and the puppet "people" so small. Isn't it supposed to be the other way around? If your magic wand can't correct this minor flaw, Blue Fairy, will you try its powers on an easier problem? Sometimes when you turn your back to us to talk to your little subjects, we can't hear you—and we like you so much we don't want to lose a single bewitching word.

#### **Shirley Temple's Storybook. ABC.**

What magicians' wand could create so potent a spell as the magic button that brings to life our favorite fairy tales, narrated by the fairy queen herself and enacted by the Dresden china figures who are her subjects? Shirley Temple's hour is one of the most successful of all the attempts to reproduce good literature on the TV screen. Acting, costumes, setting, and direction are superbly managed. True, it's just not possible (though the producer has tried) to take all the grimness out of Grimm. But compared with many of the cartoons and westerns, Shirley's stories radiate gentleness and love.

Will it stunt your child's imagination to be thus led on a conducted tour through fairyland? Not if his next trip is to the public library and he brings home a rich cargo of books of legendary lore. Read him these and then watch the tree of his imagination grow. At first it may seem to be planted in TV territory, but eventually, like his parents before him, he will know the joy of creating his own beloved fairy world.

\* If we compare *Blue Fairy* with *Shirley Temple's Storybook*, how do they stack up? The first has puppets as characters (except for the Blue Fairy); the second has live actors. In *Blue Fairy* much of the magic is due to the lavish settings, the elaborate costumes, the fantastic sights and sounds that work together so brilliantly to create a world that never was. In such a phantasmagoria the plot doesn't much matter. In *Shirley Temple*, with its fine old stories, the emphasis is, as it should be, on the narrative. In *Blue Fairy* the viewer can participate more actively, in *Shirley Temple* more imaginatively. All this simply means that there's more than one country in fairyland. The child viewer is free to visit them all.

# TIME

## FOR

# Television

### A FAMILY GUIDE

### FOR BETTER VIEWING

### *Western and Adventure*

#### **Rin-Tin-Tin. ABC.**

It's fun to watch the dog. Unfortunately there are people around as well. Of course nobody is expected to pay much attention to the make-believe soldiers and the good and bad Indians of the stock frontier setting. But let's take a look at Rinty's young owner, the motherless son of a soldier. Rusty is no parent's ideal of a boy hero. He's daring, but he's also disobedient. One day he stretches a rope across a chasm and goes across it upside down. Another time he lures a little girl, against strict orders, into a place of mortal danger. Of course, he invariably emerges from such escapades alive and kicking at the traces. It's clear that neither caution nor command in the next episode will deter him from his appointed round of rashness and rebellion.

Does your youngster lack the temerity to imitate exploits like these? Then he can always copy Rusty's language. Wouldn't you like to hear your child say brightly, "I'm glad you didn't plug him. I bet he would have bled lemonade, he's so yellow"? That's a quote that could echo around the house for weeks on end.

At least we don't hear any bad language from the dog. What we expect from him is tricks. And we get them—

# OUT



not, alas, dog tricks but photographer's tricks. When Rusty says, "Rinty, carry that rope across the gorge and tie it around a tree," and the animal promptly does so (in separate camera "takes"), even a third-grader knows the show is rigged.

Rin-Tin-Tin has the same problem as many another top-flight actor—that of finding a worthy dramatic vehicle. There must be a way out, Rinty. Why don't you talk it over with Lassie?

## Have Gun—Will Travel. CBS.

Paladin the Wanderer is an imperturbable philosopher who goes about the Old West righting wrongs and gravely quoting Scripture and the Greek philosophers to cowboys. Somehow he isn't wholly absurd, this tall, taciturn man with the air of an ancient prophet, whose strength is not merely of the body but of the mind and spirit. Through sheer force of personality he can dominate a hostile environment or compel men bent on violence to stay their hands and think. And as we watch, we are almost persuaded that such a man can be.

Paladin is not always on this level, though. Sometimes he's just a quick-drawing, quick-thinking, quick-get-tired bounty hunter out of the old rusty mold. But when the show is good, it often reaches the level of real drama. The acting is excellent. There is a minimum of gunplay. When cruelty occurs, it is made to seem perverted and contemptible. There is acute suspense, but it concerns the outcome of a struggle between minds, not bodies.

This show is not for children; it is much too demanding emotionally. It is a show for men and women who, like Paladin, wish the world would hold its hand and think.

## Comedy

### Danny Thomas. CBS.

Danny Thomas gives his viewers many a half hour of genial mirth and tender feeling. In the most memorable of these episodes the characters, and the viewers with them, are reminded gently of important truths of human living.

Certainly wisdom is no less welcome when it is warmed by wholesome laughter.

Why, then, does the Danny Thomas show occasionally grovel on the unworthy level of \_\_\_\_\_ (insert the name of your most disliked comedy program), with foolish situations and more foolish gags? What throws Danny off his stride remains a mystery. The misstep is made most often, however, when children are not to the fore and the action hovers around a trite, farcical, and sometimes sordid caricature of relationships between men and women.

Leave these trivia to trivial people, Danny. Let others play the fool if they want to—or if they can't help doing it. You're too good a person and a performer to give us anything but your best.

## Documentary

### Woman. CBS.

In tackling "The Marriage That Failed," the third program in the *Woman* series took on a man-sized job. And it did so in a manner befitting the seriousness of its purpose: to study major causes of marital conflict and examine some of the community facilities available to couples with such problems.

Narrated by a serene and matured Margaret Truman, much of the program shifted between scenes in which couples talked about their conflicts and others in which marriage counselors spoke on the causes of wedlock woes and the needs that every marriage has to fulfill. There was nothing rigged about this cast. The couples and authorities alike were recruited from real life rather than from a casting agency. Among the authorities Aaron Rutledge of the Merrill-Palmer School in Detroit had the most to say, and he said it provocatively. One couldn't help wishing that each viewer could have a copy of his remarks so as to study carefully the wisdom packed into them.

As for the troubled husbands and wives, who seemingly were resolving their conflicts, a disheartening similarity marked their demeanor, a similarity that can be summed up in one word—grimness. What a relief it would have been to have heard just one note of merry courage or loving wit instead of the constant implication, "See, Mom, we've still got cavities in our marriage but by golly we're trying to fill 'em"! Haltingly the couples attempted to tell how they were learning to "communicate" with each other (a word heard over and over again on the program). If anyone listening to them was tempted to think that the "worse" in "for better or for worse" wasn't going to stay that way, we doubt that he should be called a scoffer or a

## We Wish So, Too, Dr. Myers

*Excerpts from a syndicated newspaper column by Garry Cleveland Myers, author, editor of the Magazine Highlights for Children, and long-time friend of the P.T.A.*

"'Time Out for Television' . . . is the composite thinking of a viewing group of the Illinois Congress of Parents and Teachers. California and other states are organizing similar viewing and evaluating groups.

"I wish every mother of a child over one or two years of age would study the evaluation department in the *National Parent-Teacher* every month. Subscription price is \$1.50 a year in the United States and possessions, \$1.75 in Canada. Address: 700 North Rush Street, Chicago 11, Illinois."

Thank you, Dr. Myers. Your insistence that we provide this TV service had much to do with the launching of "Time Out for Television." Thank you for your encouragement and now for your appreciation.

skeptic. And this brings us to a question that bothered some of the viewers: Wouldn't it have been better to show us a few flashes from the lives of these couples and let us sense their struggle, their resolve not to fail, rather than be told about them in the true-confession technique? In the intimate medium of television a public soul-stripping can be as embarrassing to the viewer as it is agonizing to the confessor.

Also why couldn't we have overheard a counselor and client in several interview moments instead of being told about what such an interview purports to accomplish? The more vivid scenes were those in which a group of young people, taking part in a marriage and family life workshop, asked questions of two marriage counselors. Here we got the feeling of being actually there.

These criticisms, however, are minor ones, mentioned only because *Woman* is a superior program, and a few alterations could make it excellent. A cross between a documentary and a drama (at least that is what the series ought to be), the program could be strengthened by fusing certain elements of both forms. Surely the two are not incompatible.

"The Marriage That Failed" was anything but a failure. More power to *Woman*! May it continue to deal with the substance of life and never succumb to the froth of the soap operas.

• • • • •

A release received just as this issue goes to press informs us that the theme of the fourth program in the series is entitled "You Can't Raise Children by the Book." We mournfully note our surprise that anybody still thinks children can be reared by the book. The only thing that can be *raised* is our sights and insights, and that is not an unimportant goal. Here's hoping the treatment of this topic is not so misleading as its title. We'll be watching—and reporting in a later issue.

## Bright Prospect

*The American Cowboy*. CBS. Special. First of a projected series of "comic portraits of American life." Primarily entertainment, but presented in a historical context that is said to be based on intensive research. February 10.

*The Fifth Column*. CBS. The second Hemingway special is a drama of counter espionage in the Spanish civil war. Many viewers would like to see this stick more closely to Hemingway than did the first Hemingway adaptation, *The Killers*. January 29.

*Private Eye*. Independent. A spoof of TV's many private investigators.

*Young People's Concerts*. CBS. Four Saturday concerts conducted by Leonard Bernstein. Begins January 23.

*World of the Mind*. ABC. A documentary sponsored by Yale University, ABC, and Triangle Publications. An exploration of the ideas, research, and thoughts of a university. One Saturday a month. Began December 19.

## You're Right. Write!

Many readers have told us they want to voice their reactions to TV programs in the places where they should do the most good, and have asked us to supply them with the proper addresses. Here they are:

ABC. American Broadcasting Company, 7 West Sixty-sixth Street, New York 7, New York.

CBS. Columbia Broadcasting System TV Network, 485 Madison Avenue, New York 22, New York.

NBC. NBC Television Network, 30 Rockefeller Plaza, New York 20, New York.

Independent. These shows are mostly syndicated. Write to your local broadcasting station.

## Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

*American Bandstand*. ABC. Gentle manners, good taste, friendly gaiety. September.

*Bat Masterson*. NBC. Not a show for children, but they'll probably keep right on going to Bat for their entertainment. November.

*Bold Venture*. Independent. Just a fruitless venture. September.

*Bugs Bunny*. Independent. Its most useful function is to keep children out from underfoot at an hour when Mother is busy in the kitchen. December.

*Captain Kangaroo*. CBS. A first-rate show, heartily recommended for preschool and school-age children and for all who are not exiles from the world of childhood. September.

*Circus Boy*. NBC. A new realm of experience for older children, one that will enlarge their minds and awaken new human sympathies. September.

*Dick Clark*. See *American Bandstand*.

*Ding Dong School*. Independent. To help your children explore their world and find it good, let the big ding-dong summon them to this happy preschool of the air. September.

*Father Knows Best*. CBS. Entertaining and valuable for the entire family. September.

*Fury*. NBC. This fine show offers excellent material for family discussions. December.

*The Gale Storm Show*. See *My Little Margie*.

*Gunsmoke*. CBS. Contains real moral teaching, and less shooting and dying than most westerns; however, the dying is thorough. December.

*Heckle and Jeckle*. CBS. Just a heap of rubbish. November.

*Here's Geraldine*. ABC. Amusing conversation, nonsense, gay songs, and the inevitable cartoons. November.

*Howdy Doody*. NBC. It may not hurt two-year-olds to watch this show—but why should they? September.

*Lassie*. CBS. Worthwhile viewing for the entire family. September.

*Leave It to Beaver*. ABC. Leave it to your family to take this program into their hearts and heads. October.

*Lunchtime Little Theater*. Independent. Turn quickly to another station. November.

*Mighty Mouse*. CBS. Recommended for mice. September.

*My Little Margie and The Gale Storm Show*. ABC. The frothiest entertainment for an idle half hour. December.

*On the Go*. CBS. Not for children; for adults, relaxed, informative viewing. November.

*Outerspace Theater* (Commander Coty, Flash Gordon). ABC. It would be hard to make a choice between these rocket racketeers, one deadening, the other deafening. December.

*Real McCoys*. ABC. A wholesome experience for the entire family. October.

*Rifleman*. ABC. Everybody knows where scraps belong. December.

*Romper Room*. Independent. At least it's harmless. September.

*Ruff and Reddy*. NBC. A show that can teach a child to flutter the wings of fancy. November.

*Sam Levenson*. CBS. So long, Sam. We'll be seeing you, we just know we will. November.

*Sea Hunt*. NBC. Recommended for everyone who can hear the irresistible call of adventure in strange and perilous places. October.

*77 Sunset Strip*. ABC. Violence served with a sauce of glamour is still violence. November.

*Shock Theatre*. ABC. What is the purpose of this thing, anyway—to make us wake up screaming? September.

*Wanted Dead or Alive*. CBS. Most families will readily label this program "Not Wanted, Dead or Alive." September.

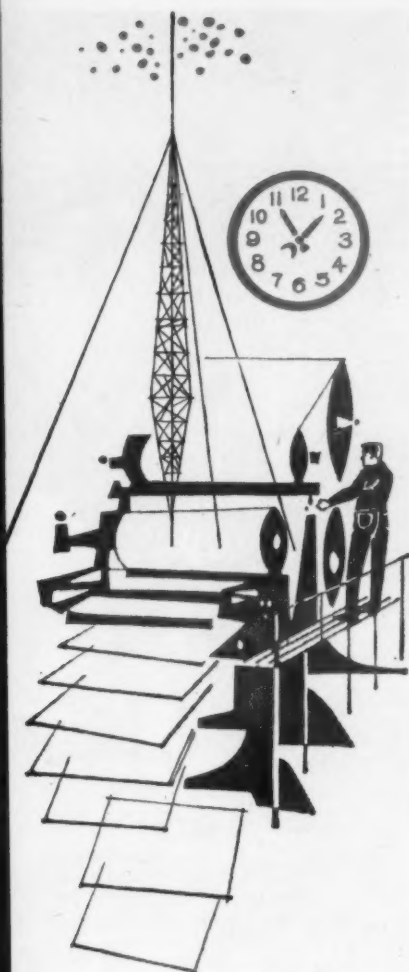
*Whirlybirds*. Independent. Straight, clean, absorbing adventure. November.

*Woody Woodpecker*. Independent. One of the more imaginative of the cartoons. October.

*Wyatt Earp*. ABC. A show for the whole family, the whole nation, to view with alarm. October.

*Zorro*. Independent. As we go to press, the news goes out that Zorro is dead. It always was. November.





## notes from the newsfront

**Be Your Own Tongue Tester.**—So you have an ear for language? You can find out how good it is by taking the Modern Language Aptitude Test, intended for schools, colleges, government agencies, and other groups interested in language study. The hour-long test, administered by means of a tape recording, uses artificial languages and grammars to discover aptitude even in persons with no foreign language training. It is one outcome of a five-year study at the Harvard University Graduate School of Education, supported chiefly by Carnegie Corporation grants.

**For the World's Children.**—The United Nations will probably soon approve an international children's charter that

spells out what the nations believe to be the rights of the child. The preamble to the document declares that "mankind owes to the child the best it has to give." One of the main provisions of the declaration is that every child has a right to equal opportunities for education.

The declaration will be widely publicized for consideration by parents, legislators, educators, and welfare workers. It will also be studied in schools throughout the world.

**Women's Needs in a Nutshell.**—"There are four things a woman needs to know," says Mrs. Caroline K. Simon, Secretary of State for the state of New York. "She needs to know how to look like a girl, act like a lady, think like a man, and work like a dog."

**Lipstick Test.**—Ninth-graders are as mature as eleventh- and twelfth-graders of twenty years ago. You can tell it by their lipsticks. Mary Cover Jones, professor of education at the University of California, compared the interests, activities, and opinions of ninth-grade boys and girls in an Oakland, California, junior high school with those of youth twenty years ago in the same school. The percentage of both boys and girls approving the use of lipstick had risen markedly. In line with these findings, boys of fourteen showed a noticeably increased interest in dating and grooming. Both boys and girls expressed greater concern with church and religion, were more responsible in doing homework, had more tolerant social attitudes, and were more interested in the contemporary scene than their prototypes of two decades ago.

**You're Not Too Old for Babies.**—Women over forty years of age face only slightly greater risks in childbirth than younger women, says obstetrician Albert L. Higdon, M.D., of Teaneck, New Jersey. Dr. Higdon reports that studies of twenty-one thousand mothers showed that they had no more difficult deliveries, bore only a slightly higher percentage of Mongoloid children, and had an average mortality rate.

**Looking Before and After.**—Never before have reading and libraries attracted so much attention during National Library Week as they did last April, reported the sponsors, the American Library Association and the National Book Committee, Inc.

Every state participated in the observance, and five thousand communities held special events. And it's not too soon to start making plans for the 1960 observance.

**What Is So Rare as a Job in Juneau?**—Before you pack up and move to Alaska, give some thought to the fact that our forty-ninth state currently has one of the highest unemployment rates in the nation. On the other hand, there is a steady demand for women who can qualify as teachers, nurses, and expert stenographers. The cost of living is high, but so are the salaries. Teaching jobs are open in both state and federal schools—the latter being competitive U.S. Civil Service positions that confer permanent Civil Service status. For information on federal teaching jobs, write to Personnel Officer, Bureau of Indian Affairs, Box 1751, Juneau, Alaska; for state teaching jobs, to Commissioner of Education, Box 1841, Juneau.

**Science Scores.**—The awarding of Nobel prizes for 1959 to four American scientists prompts us to take stock of American contributions to science in the last decade. As measured by Nobel prizes, the United States stands first among the nations in science. Its Nobel laureates number seventy-four, of whom fifty-seven won prizes for science, twelve for activities in the interest of peace, and five for literature. Britain is second with a total of forty-nine prizes, Germany third with forty-eight, France fourth with thirty-two.

**Vigilant Vegetables.**—If the air in our cities becomes dangerously polluted, we may in the near future be able to make use of warnings from plants, according to experts of the World Health Organization. When leafy vegetables, such as spinach, romaine, endive, and celery, are exposed to too much "smog," their leaves turn bronze or silver—an unmistakable signal that could save lungs or even lives.

**Feather the College Nest.**—You have made plans to send your child to college, but have you set up a savings program to meet the cost? If so, you are among only 40 per cent of the college-minded parents. The other 60 per cent have big plans but no bank accounts. Among the savers, only half saved as much as \$150 last year. So reports pollster Elmo Roper after making a survey of five thousand U.S. parents for the Ford Foundation.

**Kickapoo Joy Juice.**—When Ozark "revenooers" dumped three jars of moonshine whiskey down the drain, they poured out along with the brew the following secret ingredients: two monkey paws, two horned toads, a lizard, and (they insist) a bird with ears. They swear they hadn't been sampling.

SUPPOSE that you were to take an informal poll—at a P.T.A. meeting, let us say—on the question, “What work habits do you think are worth having?”

“Seems to me,” announces Mr. Gray, a factory foreman, “that the first thing every young person should learn is to carry through whatever he starts out to do.”

“I feel that way too,” says young Mrs. Barbour. “I want my Janice to grow up to be conscientious—not just about her work but about obligations and promises.”

“That’s right,” Mr. Scott, a teller at the bank, nods emphatically. “And learning to follow instructions is pretty important too. Nowadays our lives are so full of complicated gadgets that just carrying out directions can be a life-and-death matter.”

“A good point,” adds Mr. Grigsby, the town’s job printer, “but I want my son to be a self-starter too. Give me a lad with initiative.”

“Oh, my, yes,” interposes Miss Carey, the fifth-grade teacher. “I do believe any youngster can learn to get down to work without being teased or prodded.”

“I want my children to learn to be responsible—for their own work, for all the things they say and do,” says Dr. Barrett thoughtfully. And the others nod in agreement.

What other habits and attitudes would most of us say are desirable? If we look at the people around us—on the job, for instance, or in our organizations—we find that we like their cheerfulness, zest, enthusiasm for work. We appreciate the fellow who carries his share of the load and doesn’t incessantly try to shove work off on somebody else.

The valuable and valued worker, we know, isn’t content with just getting by. He has professional pride, a sense of good craftsmanship, a commitment to careful workmanship. He works for more than a pay check, finding real joy and satisfaction in using his energies and skills to accomplish something.

Then take a look at your own exuberant youngster. These standards seem pretty high-falutin and unrealistic as you watch him flitting from pursuit to pursuit. Sometimes he’s untidy, unpunctual, careless, forgetful. He’s a rebel against routine and drudgery. Probably you are thinking grimly, “Make a model worker, out of him?

That’ll take some doing!” It will. It will take patience and, I might add, fortitude, to build into youngsters a durable sense of responsibility and resoluteness.

Fortunately most school-age children, a research team from the U.S. Office of Education reports after a four-year nationwide survey, “want to be useful, to try out their own powers in making and doing things, . . . to explore the wonderful world around them.”

Youngsters of this age are ready and eager for real tasks. They are literally athirst to learn how to do things—how to read, write, and figure, how to draw, fly a kite, play a band instrument, cook, use tools. But they often fall short of doing the things they want to do. In their impatience to try out their powers, they may lack perseverance to plug away at something until they master it. The job of home and school is to help them learn not only to do things but to do them well. They need encouragement to persist until they are performing at the highest level of their capacity.

What makes children willing to make an effort, to toil at tedious tasks? First, a compelling interest or a desired goal. The budding biologist will spend hours of concentrated effort classifying and mounting his insects. And those of us who were boy scouts and girl scouts will remember with what patience and persistence we drudged away at knot tying to pass our tenderfoot test. Modern schools, of course, use the same principles of interest and purpose to evoke and sustain learning. But there are additional ways of motivating work.

Several years ago a carefully conducted study of three groups of grade-school children showed the effectiveness of praise and blame as incentives to learning. The teacher of one group was generous in praising her students. Over and over she acclaimed their virtues and expressed her pride in them. The teacher of another group scolded her pupils constantly. She found fault with their work, made them do lessons over in an effort to reach perfection, and gave many low marks. The third teacher neither praised nor scolded her group but remained detached and aloof.

Which group showed the greatest advances at the end of the semester? The one that got continuous bravoos. Which showed the second biggest improve-



# Work Worth

LYLE M.

*We live in a time of dramatic  
jobs grow obsolescent and new  
of work will be for today  
whether they will be missile  
homemakers, good work has  
only for earning but*

ment? The group that had been nagged and reproached.

This is not a plea for indiscriminate praise, which can be confusing. If everything Jim makes wins ecstatic exclamations, how can he tell the difference between what is good or excellent and what is only fair? And if a slipshod piece of work gets the same praise as a careful job, he may decide that it doesn't pay to be painstaking. Anything goes.

If we want children to make an effort, praise is essential, but it should be judicious—praise that helps a child to learn what quality performance is. These days we hear much about the necessity for schools to devote themselves to the pursuit of excellence. We should spur each child to pursue excellence at his level by praising him for real progress. Frequently what seems to us a sloppy, careless job results merely from a child's ignorance of what good workmanship is.

Now let me go back to the experiment on teachers' attitudes, because I think it has another cue for parents. Praise, we found, elicited the highest efforts from pupils, and scolding the next highest. What didn't work was indifference. When the teacher seemingly didn't care whether or not her pupils did well, apparently the children didn't care either.

Learning is the child's "work," his occupation. If we want him to put forth his best efforts, we parents have to show him that we think his work is important. Setting regular hours for going to bed and getting up so that he'll be fresh, rested, and on time for school means that we think school is important. We can also avoid keeping him out of school unnecessarily by scheduling medical, dental, or other appointments outside of school hours if possible. We can show interest and pleasure in his newly learned skills and information, and give him opportunities to use them. At the breakfast table, for instance, we can ask the third-grader to read the latest baseball scores in the morning paper. Or have him write a note for the milkman or check the laundry list.

In the middle and later grades, perhaps, your child will bring home his first homework assignment. Make an event of it. Together you can decide on the best time and place for doing homework. Studying in a regular spot

at a regular time will help him to form good work habits—and also impress upon him that you care about his schoolwork and take it seriously.


And when you adopt the attitude "Tonight's homework must be done tonight," you are helping him toward self-discipline. The temptation to procrastinate, to put work aside until a deadline looms darkly, is always with us. I certainly do not mean that parents should scowl and nag. "Have you got your homework done?" gives the impression that study is dull drudgery rather than an enriching event.

Recently in a newspaper column I read a pathetic letter from a sixth-grader who wanted advice on how to persuade his parents to turn down the TV in the next room and keep the younger children from bothering him while he was trying to study. The boy's dilemma suggests that we might make our youngster's homework period a "quiet time" for the whole family.

For some youngsters a few simple regulations are helpful: No TV viewing until studies are completed. No telephone calls except those about schoolwork. No tinkering with gadgets or hobbies until the work is out of the way. Urge them to budget their precious hours at home, though it's too much to expect them to follow a rigid timetable. Some youngsters can concentrate for long stretches. Others must get away from their desks for a while to talk or munch an apple. If your child seems unusually fidgety or restless, is constantly asking for help, or spends too much time at his tasks, you may want to discuss these matters with his teacher.

In fact, you can get a good deal of helpful information about your child's work habits in a conference with the teacher. You might learn, for example, that Bobby grasps principles quickly, tackles work enthusiastically, dashes through it, and ends up with a lot of careless errors. Or you may discover that Judy does beautifully accurate work but never completes more than a fraction of an assignment. Or it may be that Sue never tries anything unless she first receives minute, specific directions.

These are cues for a little homework for you. Do you give Sue enough opportunities to do things herself? Or do you always hover over her, "snooper-vising," telling her exactly what to do and how? Can you give her a chore



© A. Denney

# Habits Having

NCER

nge. Almost every day some  
are created. What the world  
dren we can't know. But  
merchants, hydroponists, or  
will be an asset—and not  
earning and living.

An article in the series, "A Program for 'His Excellency,'" the study program on the school-age child.

that is hers and hers alone—and keep your hands off?

Speaking of chores, what home responsibilities does your youngster have? It's true that modern equipment and machinery have banished most of the chores children used to do at home, but there are still plenty of opportunities for them to help. Even in city apartments, there are still books or records to be cared for, the table to be set and cleared, dishes washed (or at least scraped for the dishwashing machine), wastepaper baskets emptied. For the home-owning family there are always leaves to be raked, lawns to be mowed, other yard work, snow shoveling, pets to be tended, and various kinds of repairs to be made—to say nothing of keeping basement, attic, and garage in good order.

Some parents feel it's much easier to do things themselves than have their children help. No doubt it is. But remember when Robbie was three? Then you restrained your itching hands while his pudgy, clumsy fingers fumbled with buttons and grappled with zippers, and finally he learned to dress and undress himself. Now that he is seven, let him water the plants, feed the fish, or set the table, even if he takes forever and perhaps makes a mess of it. Certainly we can put up with a little irritation and a little imperfection for the sake of developing responsibility and good workmanship in youngsters.

It's natural for children to do some grumbling and groaning about chores, but if they are really resentful, you might ask yourself a few questions. Do you assign chores as punishment or when you are feeling irritable? Do you change the assignments as children

grow in strength, skill, and responsibility? Do you give them some choice? Do you praise what is good in their performance, or are you invariably critical? Do you sometimes work along with them?

It might also be a good idea to examine our own work habits and attitudes, for children pick these up just as they do our attitudes toward other things. Do we usually speak of work as distasteful and disagreeable? Most of the time do we tackle chores cheerfully with some zip and zest? Or do we grumble, dawdle, and put them off? How many Saturdays does Mother have to remind Dad about the leaking bathtub tap before he starts getting out his tools?

Do we put in the extra time and effort that makes the difference between an all-right job and a first-rate one? Do we appraise our work? Does Mother say frankly that she bungled that zipper job and will have to redo it? Does Father express satisfaction with the shelf he put up in the kitchen? When skilled workmen come to the house—an electrician, a carpenter, a telephone repairman—do we admire their competence? If workmanship—our own or others'—is poor, do we deplore it?

Recently I ran across a guide for employers of young workers, prepared by the U.S. Labor Department. It occurred to me that a similar guide might be helpful for parents who are trying to develop good work habits in younger children. Here it is:

#### *Understand Them*

They are physically active, restless, and venturesome.

Their muscular control is growing, and they delight in physical skills and in making things.

They are intensely interested in the world around them and eager to learn.

They are growing in the power to think and reason, and they like to argue.

They want to be both useful and independent.

They respond better to praise and suggestion than they do to nagging and bossiness.

#### *Teach Them*

Start them on simple tasks they can do quickly and well.

Work with them and give them enjoyable, satisfying experiences in carrying a job through and doing it well.

Answer their questions and explain their mistakes.

Point out examples of excellence.

Help them set work standards for themselves that are high but attainable.

Remind them of their duties firmly and pleasantly.

#### *Encourage Them*

Praise them often—for trying, for progress, for accomplishment.

Appreciate their efforts to be helpful and useful.

Show your enthusiasm for good work.

Promote them to more responsible and complicated tasks when they are ready.

Love them, for learning is nourished by love.

As parents and as citizens we must help equip our youngsters now for their awesome journey into the unpredictable world of the twenty-first century. For that journey let's see that they are equipped with self-discipline and a willingness to undertake hard mental tasks—with good sense, imagination, eagerness, and high purpose. These, today's children will need, whatever lifework they choose, if life both on and off the job is to have meaning and zest.

*Lyle M. Spencer is the president of Science Research Associates.*

### *Coming Next Month*

The Creative Child

RUTH STRANG

My Great-grandmother:

Alice McLellan Birney

Alice Birney Robert

A Generation Lies Between

Robert J. Havighurst



# THE TRUTH ABOUT Arthritis:

## *A Doctor Answers Your Questions*

DANIEL BERGSMA, M.D.  
*Associate Director of  
Medical Care,  
The National Foundation*



© The National Foundation

Bewilderment over her affliction is sadly reflected in the eyes of Lisa Sliker, two and a half years old, a little patient at the new arthritis center established with March of Dimes contributions at the University of Rochester School of Medicine-Strong Memorial Hospital. Lisa is receiving treatment for juvenile rheumatoid arthritis from Martha Murrow (left), chief physical therapist, who also instructs the child's mother, Lois, how to treat Lisa when she goes home.

AT THE AGE OF THREE, blonde, blue-eyed little Lisa Sliker of Leicester, New York, is the victim of a disease most of us wrongly associate with elderly people.

Lisa is one of thirty thousand youngsters in this country who are the victims of rheumatoid arthritis, a disabling disease that strikes not only the aged but tiny children, teen-agers, and adults in their most productive years. In the United States today upwards of eleven million people suffer from arthritis and rheumatism.

For Lisa there is hope. Her doctors diagnosed her illness when she was only a year old. Since then they have helped her learn to walk and run, through a combination of hydrotherapy—supervised exercises in a tank of warm, running water—and physical therapy. Her mother has been taught to exercise Lisa's legs daily at home. And Lisa herself has become so interested that she gives the same exercises to her dolls.

### **The Patient's Prospects**

But for thousands of other victims of arthritis and rheumatism the future is not so bright. There are many reasons: the absence of any cure or preventives for this disorder; the shortage of qualified medical personnel to relieve the suffering of its victims; the great gaps that exist in present medical research. There is also a vast amount of misinformation about the rheumatic diseases. Here are some of the most commonly asked questions about these cripples, together with answers from leading rheumatologists:

#### *What is meant by rheumatism?*

Rheumatism is not a single disease. The name refers to a whole group of disorders affecting muscles and joints. Rheumatism is the word commonly used for mild aches and pains. Arthritis is rheumatism in more serious forms.

*"You have to live with it," is a remark one frequently hears about arthritis. Now science encourages us to think that this statement may not always be true. Even when it is true, much can be done to make life more pleasing for the sufferer.*

#### **What is arthritis?**

There are several varieties of arthritis. Literally the word means inflammation of the joints. It refers to diseases that cause aching stiffness and pains not only in joints but in muscles, ligaments, and tendons. Some forms cause fever and general illness. The most common types are osteoarthritis and rheumatoid arthritis.

#### **What is osteoarthritis?**

This is primarily a disease of aging. It results from wear and tear on the joints as the joint cartilage (gristle) degenerates and is damaged. Most people over sixty have osteoarthritis to some degree. Though painful, it does not make people generally sick, and it is not usually seriously disabling.

#### **What is rheumatoid arthritis?**

This is a serious disease that affects the whole body, can make people very sick, and may last a lifetime. Joints, muscles, and even the heart, the eyes, the lymph glands, and the spleen may be involved. Severe cases end in deformity and crippling.

#### **What are the symptoms?**

They include fever and general weakness, fatigue, loss of appetite and weight, muscle aches, inflammation, pain, and swelling in the joints.

#### **What causes rheumatoid arthritis?**

The cause is unknown. Today scientists are work-

ing on this problem, aided by grants from the New March of Dimes.

#### **Is arthritis inherited?**

Some types of arthritis seem to run in families, but we have no scientific proof that it is inherited.

#### **Is there a cure for arthritis?**

There is no cure yet. People who suffer from arthritis should beware of advertisements claiming to cure it through medicines, special diets, or other health fads. Proper medical treatment, however, can relieve pain and stiffness and prevent major crippling and disability.

#### **What is the treatment?**

Some forms of rheumatism and arthritis are so mild as to require little medical attention, but any treatment should be carried out under the supervision of a physician. Hospitalization is sometimes necessary for the rheumatoid arthritis patient, but a long-range self-care, home-care program is usually most effective. This program should include rest, carefully planned exercise, and medication.

During periods of acute suffering some degree of rest is especially beneficial. Heat is used to relieve pain—daily hot tub baths, hot moist towels, and electric pads or blankets, all of which, fortunately, are available in the home. To relieve pain and discomfort, doctors prescribe daily doses of aspirin.

A regimen of physical therapy and exercise is important to keep joints functioning and prevent deformity and disability. The best exercises are those the doctor or physical therapist can teach a patient to do himself at home.

#### **Are there "wonder drugs" for arthritis?**

There is no scientific evidence that any known drug can stop arthritis or change its course. This holds true of ACTH and cortisone, of other related drugs (steroids), and of gold compounds. They can check inflammation and swelling, often to a dramatic degree, and allow the patient to move with greater freedom, but their benefits are not permanent. Also these medications can produce dangerous side effects and must be carefully prescribed.

#### **Is a change of climate beneficial?**

Moving to a hot, dry climate may make a patient feel better for a while, but it has no permanent merit.

#### **What about diet?**

There is no special or trick diet that will cure arthritis. However, since patients with rheumatoid arthritis tend to be run down, a normal, well-balanced diet that provides the proper nutrition is important.

#### **Do some people recover from rheumatoid arthritis?**

Some do get well spontaneously. But the majority of patients suffer over a long period of years with varying degrees of discomfort, deformity, and disability. Rheumatoid arthritis may last a lifetime.

The course of the disease is unpredictable. It can come and go and never return. More often it comes,

At the Stanford Convalescent Hospital for Crippled Children in Palo Alto, California, pretty, doll-like Diana Kim Kilberg, aged two and a half, is being treated for rheumatoid arthritis.



© The National Foundation

gets better or even disappears completely (this is called a "remission"), then returns and gets worse again. It can continue for years with very little crippling or become severely crippling in a few months. With each attack there is an accumulated net crippling. Yet the disease is seldom fatal. For unknown reasons some children with rheumatoid arthritis get well at puberty.

*Can rheumatoid arthritis patients lead normal lives?*

Much can be done to help them live as normally as possible, through a long-term treatment and rehabilitation program with attention to the patients' state of mind and their environment. It is best for the patient, if possible, to carry out self-care at home, where he can be helped to become a useful member of the family. Attention to the activities of daily living, schooling, and vocational problems is as important to the rheumatoid arthritis victim as are drugs and other treatment.

### Science Seeks Solutions

In 1960 the National Foundation, whose expanded new program includes arthritis and birth defects in addition to polio, plans to attack the problem of arthritis in three ways—through research, professional education, and patient care.

Scientists working under National Foundation grants will attempt to solve the mysteries of arthritis by seeking its causes, preventives, and cure.

To increase the competently trained medical personnel available to care for arthritis patients, the National Foundation has embarked upon a multimillion-dollar health scholarship program. This program will help to educate thousands of nurses, physical therapists, occupational therapists, medical social workers, and physicians. Once trained, these young people will add their skills to one of our nation's most precious human resources, its pool of health professionals.

To begin its patient-aid program in this area, the National Foundation hopes to offer financial assistance for the treatment of rheumatoid arthritis victims who are under nineteen years of age. The new patient-aid program will concentrate initially on children because they are most likely to benefit from treatment and rehabilitation and are faced with a longer period of suffering. The knowledge obtained from this long-range program with children can later be applied to the treatment of sufferers of all ages.

*Who will furnish the funds for the program?*

The American people. And they will do so through their contributions to the 1960 New March of Dimes. These contributions will help turn the big guns of science against a long-dreaded foe—arthritis. Already telling volleys have been fired, and there is hope that soon the enemy will begin to lose ground.

## A Sharp Ear and a Loving Heart

SYDNEY J. HARRIS

We all know that some persons are physically tone-deaf; to them, a sour note is no different from a sweet one. I am convinced that many others are *emotionally* tone-deaf. . . .

On the beach yesterday, I rebuked Michael for some minor naughtiness, and he snarled at me, "You dummy daddy, you!" The family on the next blanket looked surprised and shocked when I ignored his insult; no doubt they think I am a "weak" parent.

But I fancy myself as having an acute ear for the emotional tone of a child's reaction. Michael's remark meant nothing except an impulsive explosion of resentment; and ignoring this discharge was the best way of handling his feeling.

At other times I will whack his bottom for less than that: when he is genuinely insolent or willfully mean. And a child has such an inborn sense of fairness that he knows when he deserves punishment and when he does not.

This is why so much talk about "discipline" is confusing nonsense. A child should be disciplined not so much for what he *does* as for what he *means*. Unless we understand the dynamics of his behavior, then we are deaf to the emotional overtones of his remarks and his actions.

You can see this more easily with a child's crying. Some parents are forever unable to distinguish one type of cry from another. But the parent with a sharp ear soon learns to differentiate, even at a distance, the various cries of his child.

There is the cry of real pain, the cry of frustration, the cry of irritation, the cry of fear, the cry of sleepiness and hunger, the cry of mere attention-demanding.

A tone-deaf parent treats all these cries as much the same thing, which is a disastrous breakdown in communication. A parent with good emotional hearing will comfort one cry, ignore another, rebuke a third, and jolly the child out of a fourth.

Likewise, there are times when the child must be permitted a discharge of anger against the parent; if he is always stepped on for such defiance, he will repress his expression but intensify his anger.

There are other times when the child is begging to be punished for his willful behavior—and no handbook on discipline can enable you to tell the difference between the two. . . . Only the cultivation of a sharp ear and the sensitivity of a loving heart can inform us when to smile, when to shrug, and when to slap.

*Courtesy, General Features Corporation, New York City*



# God's Country *and Mine\**

JACQUES BARZUN

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THE WAY TO SEE AMERICA is from a lower berth about two in the morning. You've just left a station—it was the jerk of pulling out that woke you—and you raise the curtain a bit between thumb and forefinger to look out. You are in the middle of Kansas or Arizona, in the middle of the space where the freight cars spend the night and the men drink coffee out of cans. Then comes the signal tower, some bushes, a few shacks, and—nothing. You see the last blue switchlight on the next track, and beyond is America—dark and grassy, or sandy, or rocky—and no one there. Nothing but the irrational universe with you in the center trying to reason it out. It's only ten, fifteen minutes since you've left a thriving town, but life has already been swallowed up in that ocean of matter which is and will remain as wild as it was made.

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Come daylight, the fear vanishes but not the awe or the secret pleasure. It is a perpetual refreshment to the soul to see that the country is so large, so indifferent to the uses we have put it to, so like a piece of the earth's crust and unlike any map. No names on it, no lines, no walls with guns through them. It is good that in this place at least there is more of just plain territory per square mile than anywhere else in the civilized world. Europe is lovely, but it looks like a poodle cut—the trees are numbered, the flat parts divided like a checkerboard, the rivers as slim and well-behaved as the mercury in a thermometer. The towns, like dead men's bones on the line of a caravan, huddle white and dry, crowded behind defenses that have crumbled. And everywhere the steeples point to remind you that you must look upward if you want space and serenity.

Here space is ubiquitous, even on the Atlantic Coast, which by the coun-

try's own scale is shriveled and thick with human beings. But even here we have space enough to swallow up the worst signs of our busy nonchalance, the car dumps. And even here we refuse to follow the ways of the citified. Suburban street signs leave you in the lurch, and houses forget or conceal their separate numbers. Nearby the wilderness exists and has been kept.

The Adirondacks are a paradise of woods and waterfalls and luxuriant vegetation—and yet it's only a small state preserve for city campers playing Indians with canoes and grocery-store pemmican. The sand dunes of Cape Cod are as accessible and linked with city life as any suburb, yet they stretch most of the time as empty as the desert, and they are moved by giant storms that feel like the last shaping flick of the Creator's thumb.

Starting from the greatest city in the world, almost invisible on a fair-sized map of the continent, one must push



the wheels for three quarters of a day before reaching the midland seas that are the country's crown. By that point, too, one has traveled but a short distance away (as soil and spirit mark it) from America's European shore. Clock time has moved one hour back to wait for the sun, and the world perspective has somewhat changed. The doings of other men on the rim of the vast saucer in whose hollow one stands do seem remote. From America's rich center south of the Great Lakes, one seems merely to overhear the world while one broods on the permanent functions of the earth. And yet that center is not central. Like the human heart, the Middle West is to one side of the median line. To really find the West there is still the Mississippi to ford, the long plains to cross, the Rockies to climb, and five, six other chains to pass over, with deserts between, before going down into the last valley and reaching the country's Asiatic shore. The clocks have turned back twice again for the slow sun, and the traveler who has been drinking space is reeling.

The memory cannot hold all he has seen, for there is no common measure between the human senses and the unfolded spectacle. Quick variety—yes, we have nets fine enough to catch and retain that. But variety on a cosmic scale is beyond us. We can name the valleys, mountains, and gorges but we hardly know them. Anywhere in the world we hold our breath at moments of beauty and unexpectedness. But we cannot hold our breath for the hundred miles of endlessly renewed beauty in the Feather River Canyon. Even the wastes and crags, the wreckage of the furnace days in those gray workshops of nature where it seems as if the fairer regions had been forged, are transcendently beautiful.

Magnificent, but is it art? Certainly not. Art follows rules based on our tiny

comprehension. None of America was made to *please*. It was made perhaps to satisfy a Worker in the Sublime, who knew that by heaping up triumphs on a grand scale he would successfully escape detection. Every region, every state has its mystery, its defiance of probability—the colors of the Southwest, the virtuosity of desert life, the immense salt sea, the giant redwoods, the lake that won't freeze (though miles up in a crater) and that stays fresh (though without visible outlet). . . . When you think you've reached the end there is more—miles more—the source and image of our abundance.

Only, in order to excuse so much exuberance of imagination, the Workman buried a treasure somewhere in the middle of his plot, and toward this he enticed men by decorating with small, restful shapes and sights, in familiar greens and browns, the coast nearest the supply of active men.

But although the country is fertile, almost tropical in vegetation and rich in minerals, its food is bland. Everything that grows here is large but not luscious. The juices are not concentrated—as if to discourage self-indulgence. And just as there are but few delicate, man-size landscapes, so there is a lack of concentrated drama in the mountains. We have nothing like the Alps. Our overwhelming masses of mountain timber are unbroken by any grassy islands that might give the scale through man's taking his cattle there. Our pure rock and eternal snows are remote, instead of rising from the midst of our daily life.

True, we can show stunning contrasts. The evergreen slopes around Lake Tahoe make a beautiful discord with the watery mass fringed by pale flowers. But the presence of man is not felt. The place keeps aloof, untouchable. The drama, so familiar elsewhere, of man master and victim of

nature, is absent. Man here seems neither master nor victim but something which is at once more and less. He has not grown into and around the primal scene, but has either left it primitive or replaced it entirely by civilization. Maybe this is why he remains so innocent, his sense of struggle unembittered.

All this has a meaning that only those who live here can comprehend. Man on this continent does not "show" because he did not start primitive with it. He came prepared. And yet the task of establishing himself was so vast that the individual man who could typify the effort did not count. The saga had to be lived so many times that the single hero, the outstanding name, is lost in the mass. America was possessed and civilized by the mass; it was a community enterprise from the start, in which the leader leads and does not dominate. The feats of conquest and settlement were as memorable as any in history or legend, but being commanded wholesale by necessity they grew commonplace. Who remembers the amazing life of Dr. Marcus Whitman, except schoolboys in Walla Walla? We all know Pike's Peak because of the jingle and the slogan, but who was Pike? One in a million can tell you that this youthful hero's first name was Zebulon.

You will say with some justice that I exaggerate. Yes, in early days, when America was still a colony of Europe, we can easily discern the great men, the chief founding fathers, but they live in us as myths and symbols rather than as flesh-and-blood people with distinct passions and errors, or cruel egos and dreadful deaths.

All we can muster as villains are Benedict Arnold and Aaron Burr—a pitiful showing of borderline cases. Lincoln alone is vivid because in spite of his amazing saintliness he embodies the meaning of what happened here. He signifies not one great man, or even Man, but mankind—anonymous, humble, and irresistible like the sweep of the Father of Waters.

What happened here on this enormous expanse of intact wildness is that mankind got out from under and spread out. From under what? From under the lid—everybody, from under all the lids—kings, churches, aristocracies, landlords, the military caste, the burgher class, the lawyers, the lesser nobility, the petty bourgeoisie—the piles of subclasses on top of subclasses that formed the structure of old Europe. They left an old world to stretch their limbs and spread out flat, with only the sky above them.

We know, the whole world knows,

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*Jacques Barzun, who came to these shores some forty years ago, is provost and dean of the faculties at Columbia University. In his book, God's Country and Mine, he says of himself, "Though an American by law and by choice, it is not for me to say how far I have become one with the essential mind and spirit of the United States." He doesn't have to; his book says it for him. The excerpts from the first chapter published here are a paean to the American landscape and its effect upon our lives.*

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that the American people is in its origin a sampling of the peoples of Western Europe. America began by being the haven of the disinherited—the underside of Europe—and then two providential events took place. First, the Industrial Revolution broke out and destroyed the immemorial connection of wealth and power with land. Next, the search for new wealth from industry, mining, and railroads led the American capitalists of the nineteenth century to import labor from any and everywhere, of all colors and kinds, good or bad, literate or illiterate. In doing this they made the United States the testing ground of the possibility of mankind living together.

One must immediately add that we have a thousand imperfections to blush for. But before we rouse our energies to combat error we should from time to time restore our courage by taking in the whole scene, not in a detached but in a voluntarily calm spirit. The very things that upset us can be a source of strength, for aside from the effort to stem injustice and repress the oppressors, what is the most insistent theme of private mail and public press, of government posters and noncommercial ads, on radio and TV? Can it be denied that in a hundred different forms that theme is the fate of our fellow men? Floods break out along the Missouri or tornadoes in New England—the Red Cross is there and federal and state aid pouring in. A polio epidemic—it's a rush of experts, nurses, and serum. The refugees, war brides, and homeless children from abroad, as well as our own minority groups, have not only spokesmen but disinterested outsiders who clamor ceaselessly into our ears that we help them bodily or fight for their rights. Farmers who have exhausted their soil must be allotted new lands.

We don't stop with the able-bodied. The blind, the paraplegics, the alcoholics, the insane, the sufferers from hookworm and deficiency diseases, those who lack dental care or eyeglasses, children without lunches—it's an endless round of reminders and requests. It's prenatal care for the unborn, vacations and play centers for the street boys, rehabilitation for victims of cerebral palsy or T.B., for the neurotic and sclerotic, employment for the ex-convicts, and occupational therapy for the jailed and the delinquent. You see business trucks carrying posters to say that the particular firm is ready to hire handicapped workers. Anyone who is hurt, anyone who feels or is inferior has a claim.

This is at last moral philosophy in action. We are no longer allowed to

say "Let the devil take the hindmost"; we say, "How can we bring these creatures into the fold?" No misfortune, natural or acquired, is any longer a bar to our sympathy or a sufficient cause for dismissal by the social conscience. We face all types of misery and misfitness and proclaim that they are equally entitled to our help, because mankind is what we aim to save.

The first thing democracy has to be is inclusive. We worry about childhood, youth, the newly married, the retired, the very old. We don't let God carry the burdens or the blame; we take them on. We don't let the kindly rich do a hand-to-mouth job of individual charity that perpetuates the evil, we try to organize the means to destroy it. No doubt the resources are inadequate and the services faulty, but the principle and the impulse are unheard of in the only annals we have of the past, the annals of inhumanity.

It is to our incredible land that we must come back for an explanation of the virtues that we have but dare not take personal credit for. We are open-handed, because we have had abundance and have spread it wide enough to overcome the meanness of man when hard pressed. Our first impulse is to help, because the memory of give-and-take, of mutual logrolling in building the continent, is with us still. To this day the outsider who settles in almost any western city is surprised to see a Welcome Wagon drive up to his new house and shower him with local goods. It is publicity for the tradesmen, to be sure, but it is none the less a gift in the old tradition—good will created in two senses, and quite innocently, without strings attached.

We are innocent because we have been—we still are—too busy to brood. We have not sought escape from evil by mental constructions of the kind that is easier to ram down others' throats than to make real. Innocence and success together have made us calm, not phlegmatic. The great American cultural trait is casualness. "Take it easy." It has its drawbacks, but it is also a source of pleasure, as when one travels ten thousand miles across America, through crowded places or off the beaten track, and never once runs into hostile, suspicious, or servile behavior.

Finally, we have no preconceived antagonisms toward foreigners as such, because we are all foreigners to the place and to one another. Only the Indians have a right to be isolationist. We on the contrary are disposed to take the rest of the world as our responsibility because we still feel the tug of innumerable crisscrossing at-

tachments to other lands. The school child in the heart of Ohio cheerfully puts her penny in the box for Greek Relief; there is a little Greek of the second generation in her class, or a Greek restaurant in town.

America could form—and in a mild sense does form—five nations: the East, the Middle West, the South, the West Coast, and the Northwest. There is Texas, too, about which none dare speak but Texans. In passing from one to the other of these vast empires, one notices refreshing differences of accent and manner, of legend and local concern. And despite all our standardization the trade marks of ice cream, beer, and canned goods never stay the same for two hundred miles in any direction.

Clearly it is the continent that has saved us. While it fed us, it put enough air and space between man and man to prevent the exasperation of hateful contacts. Blood has flowed, but the land has mercifully soaked it up. We have no frontiers repeatedly marked in red, no plains and towns that are but graveyards for each successive generation.

One's only sorrow is that in saying this, one seems to be boasting about the gifts of Providence, and indirectly blaming Europe for being less favored. It is, alas, not boast or blame but self-justification. Europe and her many friends among us are the ones who boast of Europe's moral and cultural superiority, who make it a reproach that we do not come up to their standards and do not see the universe as they do.

The relation is undoubtedly bitter for both. America is Europe's child, her Cinderella made to bloom by a kindly magic. The child's feelings—it is amply proved—are full of respect and admiration for the twice unjust parent. Still incredibly innocent, Cinderella is ever ready to conciliate the anger that it can hardly understand. Can it be true that in attempting to keep open house for all mankind, we have lost our birthright, squandered our intellectual heritage, so that Americanization is tantamount to barbarization?

Or is it possible that modern civilization is something new, incommensurable with the old, just like the character of the American adventure itself? One may want to give a just answer and yet feel that, whatever the answer, the time has come when America must no longer take scoldings with humility. And since it would be futile to transplant the European mind so as to make it see what is out there, beyond the Pullman window at 2 A.M., the American mind that is conscious of the blessings and the dangers at stake must try to redress the balance.

**E**VERY SCHOOL DAY more than four hundred boys pound rapidly up the gangplank at Pier 73 in New York City's East River. They are carrying schoolbooks, yet they look so eager and happy you might think they were off on an excursion.

But they're not. Instead these boys are running to school—aboard the S.S. *John W. Brown*, the only floating high school in the world. The *Brown*, a ten-thousand-ton ex-Liberty ship, was loaned to the city by the U.S. Maritime Commission thirteen years ago. Since the maritime course was first organized, more than three thousand boys have graduated. Most of them are now serving in the Merchant Marine or the armed forces.

School ship cadets aboard the *Brown* learn to do everything, from navigating on the bridge to plug-

the engine room are learning what makes a ship tick. They serve as oilers, firemen, and wipers and run the ship's engines. When repairs are needed, they turn out parts in the machine shop and do the pipe fitting themselves. Like old-timers they can "feel" when bearings are hot, and they know instantly where to apply oil can and grease gun. The *Brown* supplies its own electricity, and engineer cadets are responsible for the big generators and electrical network.

Seven bells (eleven-thirty) is mess call, and time for stewards to serve the noon meal. Although meals on most ships are prepared by a chief cook, cadets have to learn the culinary art as part of their duties. The menu varies from plain hash to occasional epicurean delights. (The boys must be prepared to

## NEW YORK'S FLOATING HIGH SCHOOL

HAROLD B. JACOBSON

ging a boiler leak in the engine room or to broiling a T-bone steak in the galley.

"Studies are divided into three categories," explains Joseph Schellings, senior officer of the *Brown*. "They are *deck*, *engine*, and *stewards*, corresponding to the three departments found aboard merchant ships."

### One To Make Ready

School starts at one bell (eight-thirty) every morning, when cadets assemble on deck for flag raising and roll call. On clear days teen-age tars of the deck crew stay outside, heaving away on guy lines, scraping and painting the hull, taking bearings on New York's skyline, or straining at the oars in a lifeboat drill. (A standard motor lifeboat is available for all classes to operate.) Up in the wheelhouse others are learning elementary navigation and the principles of the radar and the gyro compass. On rainy days they pile into the various 'tween decks for lesson sessions in such subjects as deck plans or world trade routes, sewing canvas, or splicing wire.

Meanwhile members of the "black gang" down in





serve on de luxe passenger liners as well as on freighters.) Standard lunch, however, consists of soup, sandwiches, milk, fruit, and cake—all for twenty-two cents. On the *Brown's* tenth anniversary steamship officials were served a gala luncheon on board, completely prepared by cadet stewards.

At six bells (three p.m.) the day's tour of duty ends. The boys leave ship and are at "liberty" until the next morning.

In addition to their lessons and work aboard ship, the cadets must also take the regular high school academic subjects such as history, mathematics, and English, and get a passing grade in each. To fulfill this basic requirement their programs are arranged



so that they attend Manhattan's Metropolitan Vocational High School every other week. There too they take certain maritime courses. In boat building, for example, they actually build sailboats from their own designs and blueprints and do all the framing, finishing, and painting themselves. Steward specialists take courses in ship's business, maritime law, and elementary bookkeeping. Engineers are taught marine drafting.

But it's not all work on the *Brown*. The boys get time to play basketball and ping-pong down in the number-two hold. Eggheads can always find a chess game or relax with a book from the ship's library. There are also visits to shipping terminals and union halls for a glimpse of the practical side of seafaring. The boys meet *Brown* alumni on these field trips—like Lieutenant Bill Gunn, for instance, executive officer on the U.S. Navy submarine *Pickrel*, or Cap-

tain Joe Cannon of the S.S. *African Patriot*, or Al Kauffman of the *Essayonis*, new giant dredge of the Army Corps of Engineers.

Although the students on the school ship are a mixture of nationalities and backgrounds, coming from all five boroughs of the city of New York, discipline is never a problem. "We tell the boys at the outset what is expected of them," Captain Schellings says. "They soon learn that if they act grown up we treat them as mature individuals. If any of them are inclined to be wise guys, one or two trips aloft, over the side on a painting job, or other physical work takes some of the starch out of them."

### Learning the Sea Ways

Punishment for violation of ship's rules is handed out in typical navy tradition. The offenders are brought before a "mast" conducted by two officers, and the charges are made in front of other cadets. A boy who is charged with being out of uniform (all students must wear standard navy khaki on occasions) may be punished, perhaps, by being made to paint or sweep down the decks after school.

*It's full sail ahead for these jolly tars. In preparing for a life on the open sea they learn to steer a safe course that may help them avoid some of the reefs which threaten many a modern youth.*

The *Brown* cadets serve a three-year hitch. First-year "plebes" come from junior high school. They spend most of their time getting acquainted with the ship and gaining their sea legs. In the second and third years, these young salts specialize in one of the three departments.

Unlike other high school students, all *Brown* applicants must pass a rigid physical examination. In order to meet the U.S. Coast Guard requirements for seamen's certificates, twenty-twenty vision is a must, and any boy who is color blind is disqualified. They must be in good physical health and pass a series of aptitude tests.

Despite the strict requirements, almost three hundred new boys become eligible each year—just about twice the number the *Brown* can properly instruct and supervise. Why do so many boys want to go to sea? Adventure on the high seas has lured American youth ever since the days of whalers and clipper ships. But today there is another reason—economic security. *Brown* graduates have no trouble shipping out as ordinary seamen on American ships, with a minimum pay of \$380 a month. That is equivalent to



\$500 in shore pay, since meals, board, medical care, and pensions are provided free.

This is the lowest rung on the merchant marine career ladder. There are substantial increases and benefits as boys advance to able-bodied seaman and into the officer class. In addition, every seaman gets at least one month's vacation a year with full pay.

Each of the eleven instructors aboard the *Brown* holds a master's or chief engineer's license and a New York teacher's college certificate. During summer vacation some of them take a sailor's holiday and ship out as officers. Many cadets have the same idea. "One of the big reasons for the boys' being here," Captain Schellings reports, "is that they want to travel—and warm weather makes the urge stronger. We try to impress upon them the wisdom of completing their course before signing on, but every once in a while we lose a couple of students who can't wait."

However, most of the boys who ship out for the summer return to school in the fall. From the ship's captain they receive a rating that becomes part of their official school records, and they keep a daily log of the voyage while at sea.

David Haa, steward's mate on the Danish freighter *Spigerbotg*, made these entries in his log several summers ago:

*Saturday, 8 August.* Hurricane located 300 miles east of Jacksonville and moving N to NW at 8 knots. We are beginning to roll a bit.

*Sunday.* Hurricane center is SW of us. Our course changed to 187. Wind force, 3.

*Monday.* Wind due south, up to force 9. Swells very heavy. Making no more than 7 knots.

*Tuesday.* Clear and calm. Making good time.

*Saturday.* Got haircut on board from the man with the world's smallest barber shop—a kit with the words "Barber Shop" printed on it. Rented a canoe and paddled across the harbor (Barranquilla). Went swimming on a white coral beach . . .

Haa graduated from the Maine Maritime College with a B.S. degree last year and is now an ensign in the Navy. But he and thousands of other *Brown* alumni almost didn't get their chance at a nautical career. After distinguished service as a troopship in the South Pacific (there are still gun turrets up aft), the *Brown* was almost assigned to the "mothball" fleet. However, a handful of maritime leaders had other ideas. Admiral Ed. G. (Iceberg) Smith of the Coast Guard; Captain Hewlett R. Bishop of the U.S. Maritime Administration; Commodore Robert Lee of the Moore McCormack Lines; Congressman Ellsworth Buck, former president of the New York City Board of Education; Joe Curran of the National Maritime Union; and many others wanted the *Brown* used as a maritime high school.

"The safety angle kept some people from supporting the idea when it was first brought up," Captain Schellings recalled. "But with the help of the maritime industry we got over this hurdle."



© All photographs from the Metropolitan Vocational High School.

Safety equipment is inspected regularly, and fire station signs are posted throughout the ship. Cadets are constantly alerted by fire and boat drills. "Shipping companies send us case histories of accidents at sea," Schellings added, "and as object lessons they point out what was done."

Shipping companies have also contributed much valuable equipment. One company, for example, donated an exact scale model of their new freighter, worth nine thousand dollars.

### From Harbor to Horizon

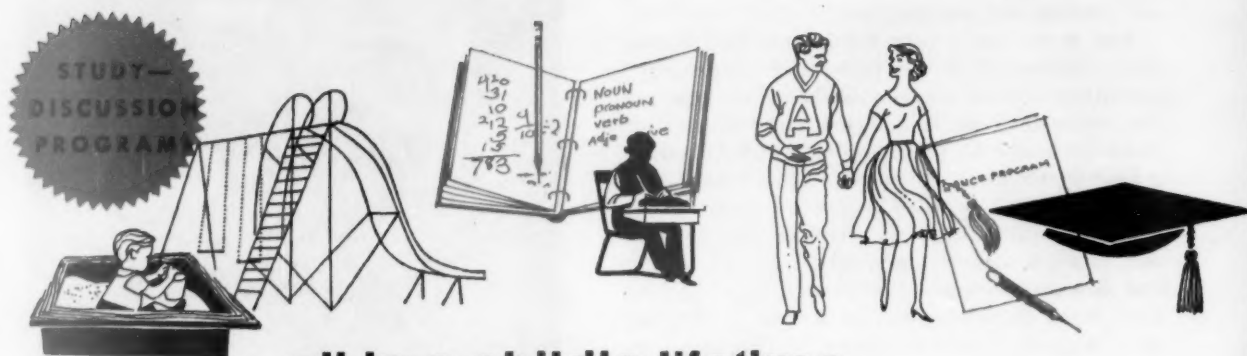
According to a conservative estimate—it is difficult to keep track of sailors all over the world—65 to 70 per cent of *Brown* graduates continue in seafaring. Of these, about 10 per cent go into the armed forces, and 25 per cent continue their studies at New York's Maritime College at Fort Schuyler, the U.S. Maritime College at Kings Point, Long Island, and the Maine Maritime College in Castine, Maine. After four years at one of these schools, students are qualified as ensigns in the U.S. Naval Reserve, receive licenses as third mates, and are awarded regular bachelor of science degrees.

Other graduates enter related shore-side industries either on graduation or after several years at sea. These positions would be in marine insurance, in safety engineering, and in the construction and inspection of marine boilers.

New York City has channeled the spirit of adventure into a unique educational project. But to thousands of young city boys, the *John W. Brown* is more than a school; it is a first step toward a new way of life.

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*Harold B. Jacobson is a lawyer-turned-writer whose articles on education and related subjects have appeared in many periodicals. He is the father of two teen-age girls. By coincidence, his latest article is on solving teen-agers' career problems.*



## all in a child's lifetime

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"How To Behave When Children Misbehave" (page 10)

#### Points for Study and Discussion

1. When a parent has treated a child too harshly and feels guilty about it afterward, what are some possible explanations of why the parent behaved as he or she did—explanations such as these?

- The child's behavior was "the last straw" in a series of annoyances.
- The parent was concerned with what neighbors or relatives might think of the child.
- The parent was afraid that the child's behavior would grow worse and bring disgrace upon the family.
- Other methods, such as reasoning, had failed.
- Harsh treatment had worked in the past—for a time.
- The parent was genuinely concerned lest the annoying behavior, if continued, might affect the child's social development and personal happiness.

2. When a parent has let a child "get away with something" instead of dealing with the behavior firmly and consistently, what are some possible explanations? Was the parent afraid of losing the child's affection? Did he want to avoid making a scene in front of visitors? Was he "sold" on the idea of extreme permissiveness? Was it easier to ignore the behavior than help the child correct it? Or did he feel that the child would be disciplined by the consequences of his act, without parental interference?

3. When is a calm, matter-of-fact attitude effective in dealing with temper tantrums, dawdling, use of language that is disapproved, or bedtime battles? How can a sense of humor take the tension out of a situation?

4. Why is it desirable to keep discipline from becoming too personal?

#### Program Suggestions

• Ask three or four members to bring to the meeting, as a basis for discussion, reports on situations they have observed that involved a preschool child's misbehavior, an adult's reaction to it, and the child's response to what the adult did.

For example, a father had taken his little girl on an outing in the park. She was enjoying it very much. When he called that it was time to go home, she would not leave and con-

tinued playing happily. He became impatient and called more sternly. After a few minutes he ran after her, caught her, and slapped her hard. Sobbing, she trudged home with him. How did the child feel? How did the father feel? How could he have handled the situation better?

• If your group can obtain one or two specialists in child development, set up an interview with them, asking such pointed questions as "When is a child's behavior a problem, and when is it a normal part of growing up?"

• Before the meeting ask some of the members to put on a skit dramatizing each of the italicized suggestions given in Karl Bernhardt's article. A drama based on the first suggestion, for instance, might show a mother and father discussing a list of requirements they think are reasonable for their three-year-old.

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- Baruch, Dorothy. "New Viewpoints on Discipline." November 1955, pages 4-7.
- Lovell, Lloyd. "Dealing with Discipline—Try These Techniques." December 1958, pages 26-28.
- Strang, Ruth. "From a Child's Point of View." April 1954, pages 10-12.

### II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Work Habits Worth Having" (page 20)

#### Points for Study and Discussion

1. What are the characteristics of a good worker, according to the author? What others would you add?

2. The author says that children "may lack perseverance to plug away at something until they master it."

How would you encourage them to "plug away" at jobs that are drudging and routine?

3. "We should spur each child to pursue excellence at his level." What does the phrase *at his level* mean to you? Should we expect a nine-year-old to clean up the kitchen after a cooking spree as thoroughly as a twelve-year-old? Should we expect all children in the same classroom to do arithmetic problems and reading of the same difficulty?

4. The Allens moved to a new neighborhood. Dorothy and Anne, accustomed to helping with household chores, soon complained that none of their new friends had to help at home. If you were Mrs. Allen, would you release them from their duties? If not, what would you do?

5. From your own experience as a child (or adult), recall an occasion on which praise gave you a lift and sent you sprinting back to your task with new buoyancy. Or a time when criticism or failure made you shaky and uncertain about your abilities.

6. The author mentions interest, purpose, and the desire for approval as motivations for effort. What are the advantages and disadvantages of some other incentives, such as grades, report cards, exhibits of good work, honor rolls, scout badges, and contests? Some parents give children money or other material rewards for good grades. What are your reasons for approving or disapproving this practice?

7. What are some of the values, besides companionship, of working with a child? If he is having difficulty in doing something, which of the following comments are likely to be most helpful and why?

- "I told you that wouldn't work. Why don't you do as you're told?"
- "Wait a minute. This might be a better way. Watch how I do it."
- "Suppose you try ——" (Make a specific suggestion.)
- "Try again. You can do it."
- "That's pretty good. Next time you'll do even better."
- "I never saw anyone so clumsy. Here, let me do it."
- "Good for you. I knew you could do it."

### Program Suggestions

- Ask the group to list the responsibilities and simple tasks that a child can manage by himself or with a little help by the time he reaches school age. Discuss what the six- to nine-year-old might be expected to be responsible for in the area of personal grooming; home duties; and personal conduct and affairs, such as keeping appointments for music lessons or dentistry, doing homework, and managing an allowance. What further responsibilities or better performance might be expected of nine- to twelve-year-olds?
- Divide the group into several subgroups. Ask them to spend five minutes discussing each of the following debatable topics: (1) Children should be expected to be helpful at home when there is a real need, but they should not be assigned regular daily or weekly chores. (2) Children in the elementary grades should not have homework. (3) Children should receive material rewards for good grades. (4) Children's allowances should be docked for failure to perform home chores. Have one member of each group report the consensus of his group on each topic. Then ask a panel consisting of the school principal (or a

teacher), a parent, a youth group leader, and a businessman to describe the contributions that the school, the home, and youth groups can make in developing work habits considered desirable for higher education and for employment.

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- The Pursuit of Excellence*. Rockefeller Brothers Fund. Garden City, New York. Doubleday, 1958.
- Spock, Benjamin. *Baby and Child Care*. New York: Pocket Books, 1957. Pages 319-23 and 398-410.
- Witmer, Helen, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Pages 17-19 and 273-90.

#### Pamphlets:

- Redl, Fritz. *Understanding Children's Behavior*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents. Pages 18-22, 26-27.
- Your Child from 6 to 12*. U.S. Children's Bureau. Government Printing Office, Washington 25, D. C. 20 cents.

#### Articles in the *National Parent-Teacher*:

- Jung, Christian W., and Hunter, Madeline. "Confidentially Yours." April 1959, pages 20-22.
- Overstreet, Bonaro. "The Sense of a Job To Do," March 1955, pages 12-14.
- Sowers, Alice. "Junior Achievers in the Family," March 1956, pages 12-14.

## III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"What Teen-agers Are Scared Of" (page 4)

### Points for Study and Discussion

1. Dr. Osborne says that each adolescent will have to cope with the developmental tasks all adolescents face. Seasoned members of P.T.A. study-discussion groups know the importance of the developmental-task concept in understanding adolescence. As a review for them and as a help to those new in parent education, let us examine this central idea.

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.—Robert J. Havighurst, *Human Development and Education*, page 2.

Among the developmental tasks that teen-agers face are (1) adjusting to a changing body, (2) finding oneself as a member of one's own generation, (3) establishing oneself as an independent person, (4) achieving adult economic and social status, and (5) developing a workable philosophy of life and a sense of who one is. Every adolescent must accomplish his own developmental tasks if he is to grow up into mature adulthood. Since many of these growth responsibilities are complex and difficult, teen-agers from time to time fear possible failure in their central tasks of life. So one answer to the question posed by the title of the article is "Teen-agers are afraid of failing in their developmental tasks."

2. The tendency of teen-agers to conform to what is being done by their age mates, noted by your author, is

substantiated by a recent national poll of high school students (Purdue Opinion Poll No. 55) in which—

- 57% say that teen-agers who follow fads are *not* silly.
- 68% say that they usually dress according to the latest fashions.
- 60% say that teen-agers are very unfair to those who want to act differently from the crowd.
- 60% say that most teen-agers follow the crowd without thinking for themselves.
- 88% say that they really like rock-and-roll music.

3. What can parents and teachers do to help allay the fears and anxieties of adolescents and thus help them accomplish their job of growing up? There are several related replies to such a question inherent in the purpose of your study-discussion group: (1) Parents and teachers can help by learning what it means to be an adolescent and understanding what young people are trying to do. (2) They can provide young people with maturing responsibilities and opportunities to fulfill them. (3) Grownups who are themselves still growing can provide worthy examples of what it means to become mature.

### Program Suggestions

- Ask one member of your group to summarize the introductory paragraphs of this lively article—through the quotations from Ruth Strang's book. Then discuss what young people themselves say about their fears, anxieties, and concerns. Next have someone else summarize the section on conforming, and talk it over as a group. Do the same thing with the remaining sections of the article.
- Review what teen-agers say about their "teen culture" by selecting for discussion items that have been polled by the Purdue Opinion Panel—as reported in *The American Teen-ager* and the Report of Poll No. 55 (see "References"). Before the meeting, list the data you have chosen to discuss on the blackboard. Ask some particularly understanding teacher or school counselor to meet with you as a resource person.

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- Remmers, H. H., and Radler, D. H. *The American Teen-ager*. Indianapolis: Bobbs-Merrill, 1957.
- Strang, Ruth. *The Adolescent Views Himself*. New York: McGraw-Hill, 1957.

#### Pamphlets:

- Duvall, Evelyn Millis. *Know Your Teen-ager*. Department of the Christian Family, Box 871, Nashville, Tennessee. 20 cents.
- Faegre, Marion L. *The Adolescent in Your Family*. Superintendent of Documents, Washington 25, D. C. 25 cents.
- Remmers, H. H. *Teen-agers' Attitudes Toward Teen-age Culture*. Report of Poll No. 55. Division of Educational Reference, Purdue University, Lafayette, Indiana. \$1.00.

#### Articles in the *National Parent-Teacher*:

- Dubblé, Marvin C. "What Young People Can't Talk Over with Their Parents." October 1957, pages 18-20.
- Remmers, H. H., and Taliana, L. E. "What Youth Worries About and Why." February 1957, pages 7-9.
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#### Film:

- Age of Turmoil* (20 minutes). McGraw-Hill Adolescent Development Series.



## BOOKS

### in Review



### AN "OUTSTANDING CONTRIBUTION" TO EDUCATION

*PROLOGUE TO TEACHING*. Edited by Marjorie B. Smiley and John S. Diekhoff. New York: Oxford University Press, 1959.

As persistent as the quest for perpetual motion or a universal solvent has been the long search for a volume of readings that will give teachers-in-preparation or other inquiring citizens a background to the historical, philosophical, and sociological aspects of education. Such is the purpose of *Prologue to Teaching*, described as "readings and source materials with text."

The material, discriminatingly selected and ranging from Plato to Adler, is organized under four topics of perennial concern in the field of education: "The Vocation of Teaching," "Schooling for All," "The Purposes of Education," and "The School in Context." Within this fourfold classification 143 readings have been chosen to develop, in an exploratory rather than a didactic manner, competing viewpoints on basic educational issues and problems.

The editors, within the obvious and restricting limits of a single volume, have done a superior job. Philosophical essays, sociological studies, court decisions, editorials, and reports, along with the pronouncements of major educators from the far past to the immediate present, offer the reader an intriguing and appealing intellectual bill of fare, from which all manner of choices may be made. American education is specifically contrasted with that of the Soviet Union; certification requirements are listed by states; the findings of the 1955 White House Conference on Education are detailed; and the National Education Association's code of ethics appears in its entirety. The current educational scene—growing out of, and developed from, the past as revealed through long-recognized and contributing influences—takes on new and added meaning through this interesting, informative, and illuminating compendium. Reading it is like taking a long and a profitable journey.

If we were to ask the editors a question, it might well be "Has the current ferment in education, with its charges and countercharges, been adequately reflected?" But we should not expect the impossible. That battle of words in itself would of course provide material for another volume of readings.

Whether or not all legitimate spokesmen for education have been heard, *Prologue to Teaching* prepares the interested student and layman for a better understanding of the educational process and of the hope ever residual within it for continued advancement toward our ideals. It is an outstanding contribution to the literature of the field.

It is also a distinct contribution to the background needed by P.T.A. members who would deepen their perception of the historical development of our public schools and the philosophies underlying education. *Prologue to Teaching* is especially recommended for use by P.T.A. study-discussion groups concentrating on school education.

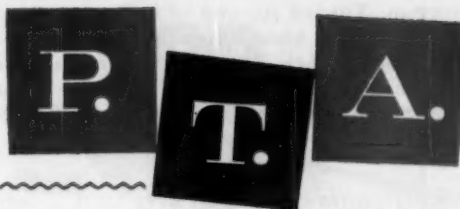
—HEROLD C. HUNT

*Eliot Professor of Education*  
Harvard University



# Keeping Pace

with the



## *Adieu to Bruno*

The whole town of Anacortes, Washington, was saddened when Bruno Lerville-Anger went back to France. A foreign exchange student sponsored by the Anacortes P.T.A., he had spent a year as a high school student in this community of eight thousand people. He was active in student affairs and belonged to Hi-Y, Key Club, and the Honor Society. In con-



© Washington Parent-Teacher

stant demand as a speaker, he endeared himself to young and old alike. Bruno expressed his own feelings in a farewell letter to the Anacortes P.T.A.: "I never thought, before coming, that it would be so hard for me to leave, even though having the pleasure to be with my family again." The feelings of his fellow students are evident in the picture. Gary Erholm, left, is smiling valiantly, but Alton Willoughby, right, has a desolate look.

## *Quiz for Public Servants*

The motto of the U.S. Coast Guard, "Semper Paratus," would have applied just as aptly to a certain well-prepared audience in Norwalk, Connecticut, last November. As men and women streamed into

the West Rocks Junior High School each was given a mimeographed list of questions. "The following questions," read the introductory paragraph, "have been submitted to the Democratic and Republican candidates for discussion here tonight. . . . We are submitting them to you so that you may judge how well they have been covered."

It was only a week before the municipal election, and the meeting was a "candidates' forum" sponsored by the Norwalk Council of Parent-Teacher Associations. The audience listened attentively to ten-minute talks by three candidates for the mayoralty and six for membership on the board of education. While each candidate was presenting his answers, the listeners took notes and later, during a discussion period, asked the speakers to clarify or amplify some of their statements.

P.T.A. member Ross B. Jorgenson, for example, threw these questions at the board of education candidates: "How do you feel about changes in the teachers' wage scale? Do you believe merit rating would be a solution to placing a premium on mediocrity?" Though answers may have varied, the three mayoralty candidates and the potential school board members all pledged themselves to see that Norwalk had the best possible educational system.

## *A Bridge to High School*

What's the best way to bring much needed information about a high school to its "feeder" elementary schools? Chicago's Hyde Park High School P.T.A. and the school staff will tell you that one way of doing it is through a high school-grade school liaison committee. Theirs is composed of P.T.A. members representing each of the elementary schools whose graduates go on to Hyde Park. The committee members must have at least one child in the "feeder" school and another in the high school.

At the beginning of the school year the committee cooperates with the high school principal in distributing a fact sheet containing information about the school that will be helpful to parents. It also arranges informal meetings in private homes for parents of sixth-, seventh-, and eighth-grade pupils. At each meeting a panel of students talks about the high school and answer the parents' questions.

The committee follows up these initial contacts vigorously. There is Parent Interview Day, on which parents of elementary school graduates meet with the school guidance counselor to help plan each student's

program. Toward the end of each semester there is Visitation Day, when incoming students inspect the high school. Then immediately after the start of a new semester the P.T.A. gives a "Freshie Brunch" to introduce new parents to both the high school and the P.T.A.

### *Pennsylvania "Platter Party"*

P.T.A. members serve not only as hosts but as disc jockeys at the twice-a-month dances given by the association for the pupils at Versailles Borough School, McKeesport, Pennsylvania. Here we see Mrs.



© McKeesport Daily News

Paul Heckman, chief platter spinner, assisted by George Morrison. Any resemblance to Dick Clark's *American Bandstand*, we have been told, is strictly intentional.

### *Census Aides*

P.T.A.'s of Long Beach, New York, last fall saved their teachers two half days of precious teaching time and much exhausting effort by undertaking the annual school census required by the compulsory education law. Always heretofore the teachers had been the doorbell ringers.

Some four hundred and fifty P.T.A. members from six local units canvassed every home in the district to get detailed information on preschool and school-age children. The census has two purposes: to make sure all children of school age are in school and to find out what size enrollments can be expected in the years ahead. This was the first time anywhere in the state that the P.T.A. had performed such a service. Credit for the smooth operation of the project goes to Mrs. Albert Cappitelli, president of the Long Beach Council of Parent-Teacher Associations, and Peter DiPaola, assistant to the city's superintendent of schools.

### *To Hear Is To Learn*

Once there was a girl who went through high school believing she was stupid. But she was mistaken; she just didn't hear well. Happily she learned the truth before it was too late. Her hearing corrected, she became a teacher—and later Mrs. Earl T. Sayles of Little Rock, Arkansas. But she did not forget her painful early experiences. That is why, explains Mrs. Sayles, she has been so glad to participate with other P.T.A. members in a P.T.A. council project to test the hearing of every child in the North Little Rock school district. Whenever a child is found to have subnormal hearing, a note is sent to the mother suggesting a medical examination. Now, because of the efforts of Mrs. Sayles and her co-workers, no child in this district need suffer under the stigma of stupidity just because he can't hear.

### *To Comfort the Newcomers*

What is your state congress doing for migrant workers? Important accomplishments stand to the credit of a number of states. New Jersey, for example, is concerned about the needs of Puerto Rican residents. Through the combined sponsorship of the New Jersey Congress, the Essex County Council, and the Lafayette Street School P.T.A. of Newark, a representative was sent on a good will tour of schools in Puerto Rico. Her detailed report on the schools and the home-and-school associations (P.T.A.'s) on the island will provide excellent material for local units who are helping orient Puerto Ricans to their new communities.

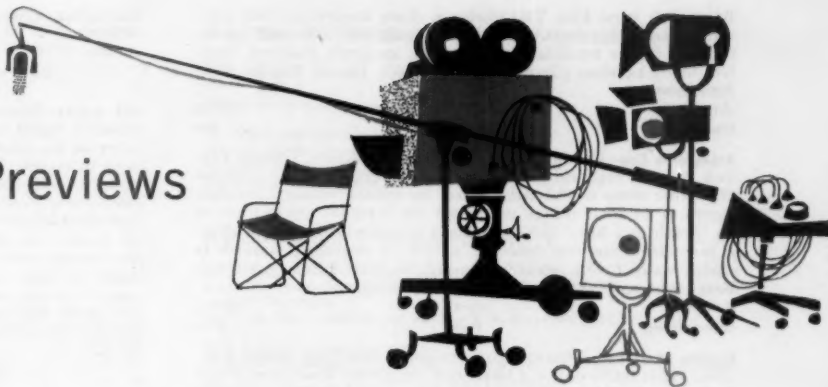
### *Applause from An Audience*

One of the most heartening trends in the P.T.A.'s nation-wide endeavor to improve the film fare offered children and youth has been the wholehearted cooperation given by theater managers in hundreds of communities. In Tulsa, Oklahoma, theater manager Bill Donaldson worked so enthusiastically and effectively with parents on the selection of films suitable for young people that the Barnard Elementary School P.T.A. decided to pay him special honor. At a regular monthly meeting, therefore, Mr. Donaldson was presented with a handsome certificate—a distinguished service award from the Oklahoma Congress of Parents and Teachers. The award meant, incidentally, that the unit had contributed ten dollars to the state P.T.A. scholarship fund.

### *Spring Harvest in Utah*

Most P.T.A.'s, as we know, set aside a definite period—a day, a week, or a month—for special promotion of the *National Parent-Teacher*. But this year the Salt Lake City Junior and Senior High Schools Council of Parents and Teachers began with a "kick-off" week for the sale of subscriptions in late September, and they will go right on to the end of March. Six months of cultivation should bring a bumper crop.

# Motion Picture Previews



**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
ELJA BUCKLIN

## FAMILY

*Suitable for young children if accompanied by adults.*

**Carry On, Sergeant**—Governor Films. Direction, Gerald Thomas. Likable old Sergeant Grimshaw has made a wager that his last training platoon will win the "able" award. When faced with a series of misfits (types that only the movies can bring together), he loses hope. He tries to wheedle a good performance out of them with patience and understanding, but a series of incredible snafus and foul-ups convinces him his cause is lost. When the platoon learns of his disappointment, they become galvanized into action and manage to win both the award and the wager for their leader. Leading players: William Hartnell, Dora Bryan.

Family	12-15	8-12
Broad slapstick farce	Amusing in part	Same

**Hound Dog Man**—20th Century-Fox. Direction, Don Siegel. A rustic tale about mountain folk living fifty years ago features Carol Lynley as a charming and determined miss who sets her cap for a handsome, foot-loose hound-dog man. Also starring in his first film role is the popular teen-age singer Fabian, who plays the hound-dog man's young friend. This is a lively, brightly-colored comedy beamed at young people. Even the parents in it get a break, and family relations have an old-time solidity. Fabian, we must add, possesses a pleasant personality and sings easily. Leading players: Carol Lynley, Fabian.

Family	12-15	8-12
Entertaining	Entertaining	Entertaining

**Masters of the Congo Jungle**—20th Century-Fox. Direction, Heinz Sielmann, Henry Brandt. The Belgian International Scientific Foundation presents a magnificent documentary of the Belgian



An apprehensive wild creature in *Masters of the Congo Jungle*

Congo. Wild settings are handsomely photographed, including both newly discovered and well-known jungle animals in their native habitats. There are authentic pictures of the natives and of their ceremonial dances. What gives this fine documentary its unique quality, however, is its attempt, sometimes beautifully successful, to bring land, animals, and people into a great harmonious unity—a unity that is also shown significantly in the key legend dramatized in the film.

Family	12-15	8-12
Excellent	Excellent	Excellent

**A Thousand and One Arabian Nights**—Columbia. Direction, Jack Kinney. Mr. Magoo's myopic adventures have been combined with a tongue-in-cheek story of Aladdin and his wonderful lamp in this feature-length animation. Although the drawings are clever and colorful (the director obviously enjoys satirizing Disney's "cute" animals), the film is too long drawn out. The moments of adult humor are too few, and the satiric content of the fairy tale is too heavy to be enjoyed completely by the small fry.

Family	12-15	8-12
Fair	Fair	Mature

## ADULTS AND YOUNG PEOPLE

**Attack of Giant Leeches**—American-International. Direction, Roger Corman. A dreary, dragged-out horror film having to do with monster leeches in the Everglades and their blood-sucking activities. Leading players: Ken Clark, Yvette Vickers.

Adults	15-18	12-15
Poor	No	No

**Ben Hur**—MGM. Direction, William Wyler. Colossus of spectacles, *Ben Hur*, filmed in Italy, took five years to produce. An eighteen-acre arena surrounded by five-story stands was constructed for the famous race. Ten square blocks were built to duplicate the holy city of Jerusalem of two thousand years ago. The great wonder is how mere actors, who must feign emotion, could compete with such quantitative magnificence. Director William Wyler, keenly aware of his problem, attacks it boldly through larger-than-life characterizations, taut emotion, and a tight, straight story. The Romans represent ruthless, conquering power; Ben Hur and his people, the persecuted, affirming man's freedom and salvation on varying levels. Three and one half hours, however, is much too long for any film. Leading players: Charlton Heston, Jack Hawkins, Haya Harareet, Stephen Boyd.

Adults	15-18	12-15
Very good spectacle		Mature

**Blood and Steel**—20th Century-Fox. Direction, Bernard L. Kowalski. A mediocre black-and-white World War II film has to do with four Seabees who land on a Japanese-held Pacific island in order to investigate conditions for an air base. Most of the film shows them making their way through heavy jungles and wading through swamps—always dodging the Japanese—only to find the places unfit for their purpose. Considerable shooting results in the loss of a number of Japanese, who are shown as incompetent and almost childish. Leading players: John Lupton, Ziva Rodann.

Adults	15-18	12-15
Mediocre war film	Mediocre	Poor

**Brink of Life**—Ajay. Direction, Ingmar Bergman. The maternity ward of a large Swedish hospital provides the setting for Ingmar



Bergman's latest film. The stories of three women are told with stark simplicity—the wonder and tragedy of birth and death implicit in the material. Finely acted, austere directed. English titles. Leading players: Eva Dahlbeck, Ingrid Thulin, Bibi Anderson.

Adults	15-18	12-15
Good	Mature	No

**Broth of a Boy**—Union Film Distributors. Direction, George Pollock. Barry Fitzgerald and the Abbey Players of Dublin have an enjoyable romp in this brisk farce. An earnest young Londoner comes to an Irish village to televise the birthday celebration of its "broth of a boy," the oldest man in the world (and a bit of a juvenile delinquent besides). A lack of beguiling warmth is compensated for by beautifully acted bit parts. Leading players: Barry Fitzgerald, Harry Brogan, Tony Wright.

Adults	15-18	12-15
Entertaining	Fair	Fair

**Buckets of Blood**—American-International. Direction, Roger Corman. What starts out as a burlesque on horror whodunits drops its laughs in the middle and develops into a pretty gruesome thriller in its own right. The plot has to do with a half-witted waiter in a beatnik café who is made sport of by the guests. When he brings in his first piece of sculpture—the life-sized figure of a cat with a knife thrust through its side—the young man's success is instantaneous. He brings in a second piece, the life-sized figure of a man, and meanwhile the police start looking for a missing person. Poor production values. Leading players: Barbara Morris, Dick Miller.

Adults	15-18	12-15
Poor	No	No

**Counterplot**—United Artists. Direction, Kurt Neumann. An American accused of murder hides out in Puerto Rico. Here, despite the efforts of a double-crossing lawyer, he not only establishes his innocence but, with the help of a friendly café singer and a delightful small boy, discovers the guilty man. Leading players: Forrest Tucker, Allison Hayes, Jackie Wayne.

Adults	15-18	12-15
Mediocre	Poor	No

**Curse of the Faceless Man**—United Artists. Direction, Edward L. Cahn. A monster without a face (he looks like a primitive stone image) but with a heart is a happy variation on an old theme. He is a former nobleman, dug up in the ruins of Pompeii, who is inspired with but one thought—to save the heroine (who looks strangely like the picture of his beloved in an old painting) from what he believes to be an imminent eruption of Mount Vesuvius. Leading players: Richard Anderson, Elaine Edwards.

Adults	15-18	12-15
Matter of taste	Mediocre	Mediocre

**Happy Anniversary**—United Artists. Direction, David Miller. One could believe, sometimes, that certain film companies think if a picture has sex, it can dispense with imagination, intelligence, and integrity. *Happy Anniversary*, unlike many others, is skillfully produced and delightfully cast. Irresistibly charming David Niven, inspired by champagne, informs his in-laws that the thirteenth wedding anniversary they are now celebrating should have been the fourteenth. The champagne turns flat to the viewer as the children drink, too. The taste grows increasingly acrid as the shock of the husband's revelation causes a family quarrel into which the children are drawn. Leading players: David Niven, Mitzi Gaynor.

Adults	15-18	12-15
Matter of taste	No	No

**Hatikvah (The Hope)**—Eli Habib, Israel. Direction, Nuri Habib. Colorful, exotic characters and settings, plus Israeli folk songs richly sung by a beautiful, tempestuous heroine, are prime assets in Israel's first feature film in color. The drama itself, based on the flight of a handful of refugees from Yemen to Israel after World War II, is amateurish. English titles. Leading players: Sheshana Demari, Shal K. Ophir.

Adults	15-18	12-15
Interesting	Interesting	Possibly

**House of Seven Hawks**—MGM. Direction, Richard Thorpe. Though ordered by British authorities not to take his charter boat outside English waters, Robert Taylor accepts the offer of a large sum of money to carry a mysterious passenger to Holland. When the man is mysteriously murdered on board, a melodramatic sequence of events is started—involving a map of sunken treasure (taped on the dead man's chest), arrest for murder, romance, and the pleasant realization that honesty always pays. In this case the hero obtains both a pretty girl and a

handsome reward. Leading players: Robert Taylor, Nicole Maurey.

Adults	15-18	12-15
	Good photography of Holland; fair melodrama	

**Li'l Abner**—Paramount. Direction, Melvyn Frank. This brash musical, based on Al Capp's famous comic strip, comes to exuberant life upon the screen. It loses none of its vigor and freshness in translation from the stage. In fact the camera's ability to focus on a single person or event in a crowd gives its humor both clarity and impact. The film is crowded with color, noise, and ribald gaiety. Peter Palmer seems the perfect physical image of Abner—the honest, upright, lovable, and stupid hero beset by innumerable problems as certain powers in Washington move to take over Dogpatch, his hillbilly community, for an atomic testing area. Leslie Parish makes a luscious Daisy Mae. Excellent dancing, sharp satire, clever tunes and lyrics. Leading players: Peter Palmer, Leslie Parish.

Adults	15-18	12-15
	Fresh and riotous musical burlesque	

**The Lovers**—Zenith International Films Corporation. Direction, Louis Malle. The French film maker uses a misty white robe, associated with feelings of innocence and purity, and dark watery settings of romantic beauty to idealize a passion that previous shallow, amoral sequences do not allow us to believe in. For adults. Leading players: Jeanne Moreau, Alain Cuny.

Adults	15-18	12-15
Matter of taste	No	No

**No Place To Land**—Republic. Direction, Albert C. Gannaway. An unsavory melodrama about airplane crop dusters, centered on a seductive tramp and her violent, brutish husband. Hero and heroine are freed of possible entanglements by a series of neatly contrived deaths. Leading players: John Ireland, Mari Blanchard.

Adults	15-18	12-15
Poor	No	No

**Operation Petticoat**—Universal-International. Direction, Blake Edwards. In this remake of the delightful old navy spoof that starred Gary Cooper, "petticoat" is used less as a figurative expression than as a literal one. Nurses stranded on a South Sea island are taken on board a battered submarine early in the picture, and there they stay. Most of the humor, therefore, is pretty obvious and repetitive, having to do with the fact that the crew and the women must live at extremely close quarters. Not much imagination is spent on the men's comic struggles to keep the ship going. Actually what keeps the elaborately produced film afloat is the personality and appeal of the stars—Cary Grant and Tony Curtis, as the much-put-upon captain and the rascally supply officer. Leading players: Cary Grant, Tony Curtis.

Adults	15-18	12-15
Fair	Fair	Mature

**Terror from Beyond Space**—United Artists. Direction, Edward L. Cahn. A scaly monster, which climbs into the back hatch of a spaceship leaving the planet Mars, not only provides plenty of excitement on board but also prevents a court martial by substantiating the hero's statement that not he but strange creatures on Mars had destroyed his crew. Leading players: Marshall Thompson, Shawn Smith.

Adults	15-18	12-15
Poor	Poor	Poor

**30**—Warner Brothers. Direction, Jack Webb. Fairly fast paced and artfully photographed, this film takes us through the events of one night during which an issue of a large city newspaper is put together and goes to press. All possible emotional devices are exploited to wring laughs, sobs, and cheers from the audience. Producer-director-star Jack Webb must be held largely responsible for the shiny, gimmicky, mass-produced effect and the over-all air of falseness. Leading players: Jack Webb, William Conrad.

Adults	15-18	12-15
Matter of taste	Same	Same

**The Wreck of the Mary Deare**—MGM. Direction, Michael Anderson. A first-rate mystery-adventure film, based on the novel by Hammond Innes, tells the story of what happened to a wrecked, abandoned freighter through the conflicting evidence given in court by the captain and his crew. Gary Cooper is excellent as the *Mary Deare's* captain. The film is paced to his deliberate testimony until pressure from outside events forces an acceleration and a melodramatic outcome. Thrilling sequences at sea,



absorbing courtroom drama. Leading players: Gary Cooper, Charlton Heston, Michael Redgrave, Emlin Williams.

Adults 15-18 12-15

Excellent of its type

## THEATER SHORTS

**Maple Leaf**—National Film Board of Canada. An interesting study of the maple leaf, symbol of the Dominion of Canada, combines scenes of glowing visual beauty with a brief botanical study of the leaf and the tree, using slow-motion photography and drawings.

Adults 15-18 12-15  
Good Good Good

**The Secret of São Paulo**—20th Century-Fox. A delightful, colorful film of São Paulo, Brazil, the fastest growing city and state in the world. Shots of the beautiful, clean city, with all its vigor and bustle and modern, imaginative architecture, are combined with scenes of the state's rolling plains and sleek cattle, its busy mining operations, its steel industry, and, most important of all, its rich crops of coffee beans.

Adults 15-18 12-15  
Very good Very good Very good

**When the Wind Blows**—George K. Arthur. Direction, Nicholas Harding. A leisurely, interesting description of the fast-disappearing old English sailing barges on the River Thames. Many historic ones, still sound, are used as houseboats; others still ply their trade. The film ends with the classic Thames barge race, as eight barges spread their picturesque brown sails in the wind for the thirty-mile jaunt.

Adults 15-18 12-15  
Good Good Good

## 16MM FILMS

**The Golden Age of Flemish Painting**—Contemporary Films. Eight films, 10 minutes each, in color. Those who are interested in Renaissance history and art will find much that is fascinating as well as instructive in this series of beautiful films on the following eight great Flemish primitive painters: Jan van Eyck, Roger van der Weyden, Dierick Bouts, Hugo van der Goes, Hans Memling, Quentin Metsys, Peter Breughel, and Hieronymus Bosch. Paul Haesaerts, art critic, film maker, and scholar, produced the film. Pamela Brown gives the perceptive commentary. Winner of the Grand Prize at the Venice Film Festival.

**Indian Artists of the Southwest**—Contemporary Films. Direction, Arthur Gould. 30 minutes. Scene after scene of rich, dazzling design provides an extraordinary feast for the eye in this film display of American Indian art from the earliest stone painting up to the fine modern works of today. We are also given glimpses into the lives of the artists. Excellent for art groups, church associations, young people's organizations, schools, and families.

**Overture**—United Nations Film Board. 9 minutes. An admirable and inspiring film to be shown in meetings devoted to the United Nations and its activities. The picture opens in the U.N. Building as the Vienna Philharmonic Orchestra plays Beethoven's *Egmont Overture*, then seeks out the worn, eloquent faces of suffering people from many underprivileged lands. After briefly summing up their needs, the film takes a quick look at some of the work of the U.N.'s family of international agencies.

## MOTION PICTURES PREVIOUSLY REVIEWED

### FAMILY

Suitable for children if accompanied by adults

*The Golden Fish*—Excellent.

*The Living North*—Good.

*The Mouse That Roared*—Entertaining.

*Some Families*—Entertaining.

### ADULTS AND YOUNG PEOPLE

*Anatomy of Love*—Children and young people, no; adults, entertaining.

*Area's We Wonderful?*—Children, very mature; young people, mature; adults, highly interesting.

*Back to the Wall*—Children and young people, no; adults, cold, clever crime melodrama.

*Battle of the Carol Sea*—Routine.

*The Best of Everything*—Children, no; young people, poor; adults, shallow, empty comedy.

*Blue Angel*—Children, no; young people, poor; adults, weakly sentimental.

*But Not for Me*—Children, mature; young people and adults, entertaining.

*Carver*—Children, no; young people, poor; adults, matter of taste.

*Cosmic Man*—Poor.

*Cosmic Monster*—Children and young people, no; adults, very poor.

*The Crimean Kimono*—Fair.

*Cry Tough*—Children and young people, no; adults, poor.

*The Devil's Disciple*—Good.

*Edge of Eternity*—Good of its type.

*Face of Fire*—Children and young people, good theme; adults, interesting.

*The FBI Story*—Fair.

*The 4-D Man*—Children, no; young people and adults, matter of taste.

*Five Gates to Hell*—Children and young people, no; adults, poorly produced war story.

*Girl's Town*—Children and young people, no; adults, crass and tasteless.

*The Grand Behemoth*—Children and young people, yes; adults, monster fans.

*Holiday Island*—Children and young people, no; adults, inane.

*Inside the Mafia*—Children and young people, poor; adults, mediocre gangster film.

*It Happened in Rome*—Children, mature in part; young people and adults, light comedy.

*It Started with a Kiss*—Children and young people, no; adults, poor.

*The Jaywalkers*—Exciting western.

*The Last Angry Man*—Children and young people, no; adults, matter of taste.

*Look Back in Anger*—Children and young people, no; adults, matter of taste.

*The Magician*—Children and young people, no; adults, mature.

*The Man Upstairs*—Children, good; young people and adults, excellent.

*The Miracle*—Colorful spectacle.

*The Miracle of the Hills*—Sentimental tale; routine production values.

*Odds Against Tomorrow*—Children and young people, no; adults, uneven drama, well acted and produced.

*On the Beach*—Children, too tense; young people, mature; adults, magnificent melodrama.

*Pier 5, Havana*—Children, no; young people, poor; adults, mediocre.

*Pillow Talk*—Children and young people, no; adults, heavy-handed farce.

*The Possessors*—Children, very mature; young people, mature; adults, very good.

*A Private Affair*—Lively army farce.

*Sapphire*—Children, no; young people, mature; adults, good.

*Scampolo*—Entertaining.

*Subway in the Sky*—Children and young people, no; adults, matter of taste.

*A Summer Place*—Children and young people, no; adults, tasteless.

*The Tailor's Maid*—Children, very mature; young people, mature; adults, mild little comedy.

*Tamango*—Children, no; young people, mature; adults, mediocre.

*Tarzan the Ape Man*—Children, fair of its type; young people, mediocre; adults, no.

*That Kind of Woman*—Children and young people, no; adults, matter of taste.

*Three Men in a Boat*—Children, matter of taste; young people and adults, light slapstick farce.

*Timbuktu*—Children and young people, fair; adults, fast-paced action film.

*The Tinsler*—Children, no; young people and adults, poor.

*The Warrior and the Slave Girl*—Poor.

*Web of Evidence*—Children, no; young people, mature; adults, fair.

*The Wonderful Country*—Children and young people, poor; adults, mediocre.

*Yesterday's Enemy*—Children, no; young people and adults, grim war drama.

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## 2-60

If these figures appear just below your name and address on the back cover of this issue of the magazine, your subscription will expire with the February *National Parent-Teacher*. We suggest that you renew now, to avoid delay in receiving the March 1960 issue.

## OPINIONS BY POST

### More Views About TV

I have had so many comments from members of the Julia Shannon P.T.A. on the TV evaluations appearing in the *National Parent-Teacher* that I felt I must drop you a note telling you about them. The members all think the evaluations are wonderful and appreciate this feature so much, along with all the other fine material found in this exceptional magazine.

Mrs. JIMMY POND

President, Julia Shannon P.T.A.  
Stuttgart, Arkansas

The P.T.A. magazine's appraisal of TV programs is one of the finest things we have done in many years. There is no doubt of the value of discriminating viewing, since much of what is offered is certainly not for the thinking individual. The advertising is often in poor taste.

There has been much publicity regarding our evaluations. I feel this in itself is good, as it will make more people understand some of our goals. I refer especially to our first Object. Through the P.T.A. we will go into the homes of the community, making families more aware of the hidden dangers in the violent and sordid fare offered us. And we must use censorship at home until, through our surveys, we can make the advertisers realize the types of programs that may be watched by our children.

Mrs. L. H. JOHNSON

President, David I. Burcham School P.T.A.  
Long Beach, California

We have based our magazine promotion on the TV evaluations, because we feel that this is a unique service. The evaluations to date have been very well done, and we here at Madison Meadows hope sincerely that the feature will be continued and enlarged upon.

Mrs. E. R. GILBERT

President, Madison Meadows P.T.A.  
Phoenix, Arizona

I would like to tell you how much I enjoy the P.T.A. magazine. I am perplexed and puzzled about one thing, though. I cannot understand why the reviewers of TV programs do not give children or their parents credit for having any intelligence. Personally I do not think a normal, intelligent child is really as impressionable as you would have us believe. I have to give my children (just five and six years old) credit for having enough common sense to know they are just watching a make-believe story on TV, with actors playing parts. I certainly think that any responsible parent knows what is too brutal or even too silly for his children to watch.

Let's face it. Most of us watch TV to be entertained, not educated. If a program insults our intelligence, we can always turn it off. And how on earth can you judge what other people or their children should watch?

Mrs. JAMES WEBER

Milwaukee, Wisconsin

TV is an all-pervading influence in the home, and it is time we parents had some help. How often in the past I have been caught unawares by the innocuous beginning of a program! I would let the children watch until suddenly there it was, in all its ugliness, cruelty, and indecency.

Yes, it is time we had this help. The short, snappy, to-the-point evaluations are just what we need. By all means keep up the good work by giving us reviews in the field of TV, radio, and books.

Mrs. EARL B. WEBER

President, Brucker School P.T.A.  
Kalamazoo, Michigan

The evaluation of TV programs is a very welcome and useful service. I think that by repeatedly emphasizing it in the local units we can eventually make a larger group of parents aware of this most valuable addition to their national magazine. The evaluations may cause controversy, but that is exactly what is needed to generate more interest. Please encourage the evaluation committee to continue their very important work.

AART DE JONG

President, Hazel Park Parent-Teacher Association  
Jefferson Parish, Louisiana

We of the Lincoln P.T.A. of Aberdeen, South Dakota, wish to go on record as strongly disapproving of the new low that Bob Hope reached in his TV program of November 9. That same night on a different channel Danny Thomas also had an overly sexy style of entertainment. It makes us angry to turn on a presumably respectable program and find it so repulsive.

Mrs. CLIFTON HURLBERT,  
President, Lincoln P.T.A., and Mrs. CLIFF HOUTELING,  
Chairman, Juvenile Protection

Aberdeen, South Dakota

### Against Automatic Promotions

I read with interest the article "Promotions—Automatic or Earned?" in the November 1959 issue. . . . [In the matter of automatic promotion] it is inevitable, I believe, that when the unprepared are promoted along with the well prepared, the level of instruction deteriorates. The better student is deprived of an opportunity for rapid advancement so that the poorer student may not be deprived of the benefits of promotion. . . . It would seem that the goal of the school system which uses automatic promotion must be to provide an equally mediocre education for all. To assume that all children have equal, or even nearly equal, intellectual capacity is erroneous.

MICHEL A. GLUCKSMAN, M.D.

Iowa City, Iowa

### Covering Letter

I have just received my copy of the P.T.A. magazine and realized all at once how outstanding the pictures on the cover are. . . . I believe covers from old copies could be used in school for posters and picture stories for all grades.

Mrs. RALPH DRISKELL

Wilmer, Alabama

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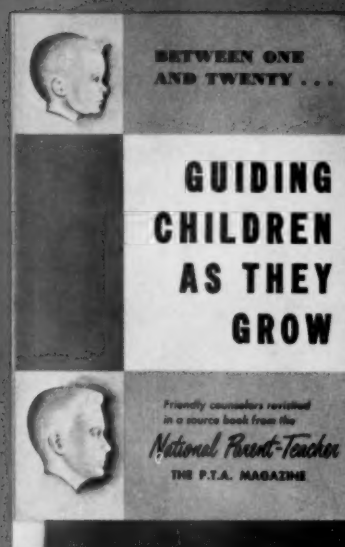
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